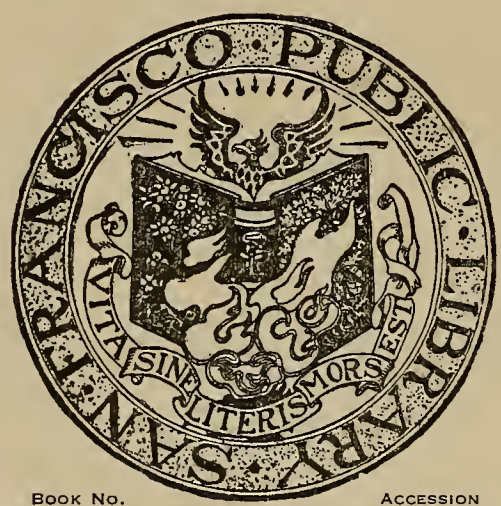


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SERIES.—VOLUME I.
SERIES.—GOLDEN ERA, VOL XLIII.

SAN FRANCISCO, NOVEMBER 1, 1895.

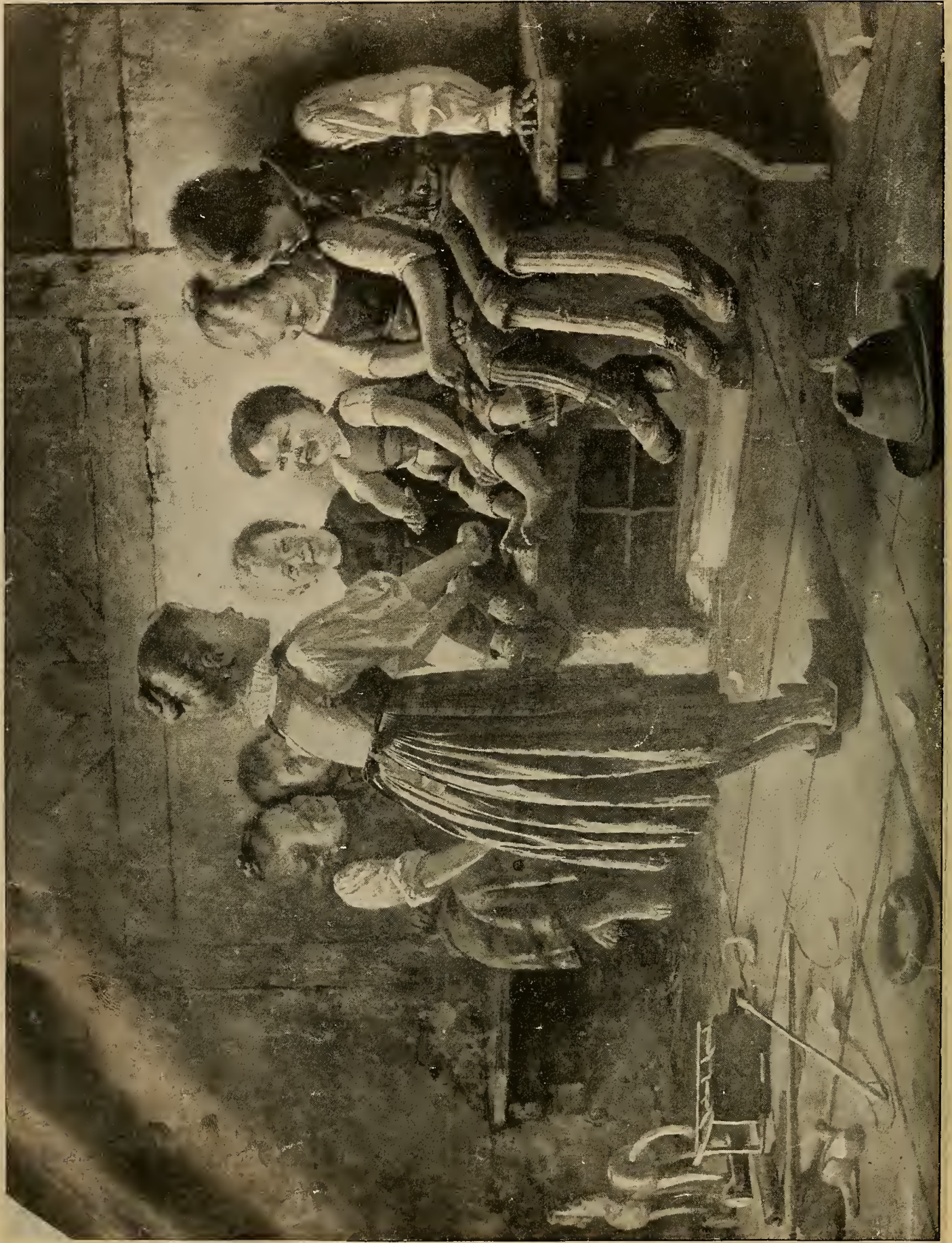
NUMBER 6.
ESTABLISHED 1852

Nov. 1895 - 711

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An Observation Lesson.



THE WESTERN JOURNAL OF EDUCATION.

NEW SERIES.—VOLUME I.
OLD SERIES.—GOLDEN ERA, VOL. XLIII.

SAN FRANCISCO, NOVEMBER 1, 1895.

NUMBER 6.
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Advertisements of an unobjectionable nature will be inserted at the rate of two dollars a month per inch.

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Entered at the San Francisco Post Office as second-class mail matter.

CELEBRATE Thanksgiving.

* * *

OCTOBER was the favorite month for institutes.

* * *

THERE are less fads in the schools this year than formerly.

* * *

ONE of Joaquin Miller's lessons not in the books is: "It don't take many words to tell the truth."

* * *

PROFESSOR E. H. GRIGGS says: "It is immoral to prohibit children from whispering in school."

* * *

A STUDY of reports of institutes reveals the fact that the criticism of the State text-books has been reduced to a minimum.

* * *

NOVEMBER is the banner school month of the year. The friction has been removed, and the machinery of education, with its motive power, inspiration, moves on with steady upward progress on its spiral track.

Publisher's Notice.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising patronage, and good will of the Golden Era, established in San Francisco in 1852.

Subscription, \$1.50 a year. Single copies, 15 cents. See our special combination offer. It will meet your wants. Remit by check, post-office order, Wells Fargo & Co., or by stamps.

ADVERTISEMENTS.—

Advertisements of an unobjectionable nature will be inserted at the rate of two dollars a month per inch.

If Superintendents do not send us programs and information, they must not blame the editor if items of interest do not appear.

* * *

THE law of unconscious prejudice is apt to make valueless the recommendations of institute instructors in recommending books, papers, and methods to teachers. Where the personality of the teacher is developed, she will be progressive enough to study her needs from original sources.

* * *

STATE SUPERINTENDENT BLACK, in his address, "A Talk with Teachers and Patrons," recommends all interested in education to study the report of the Committee of Fifteen. His strong, manly appeal for patriotism, professional training, good citizenship, and educational progress, is having an influence in the State.

* * *

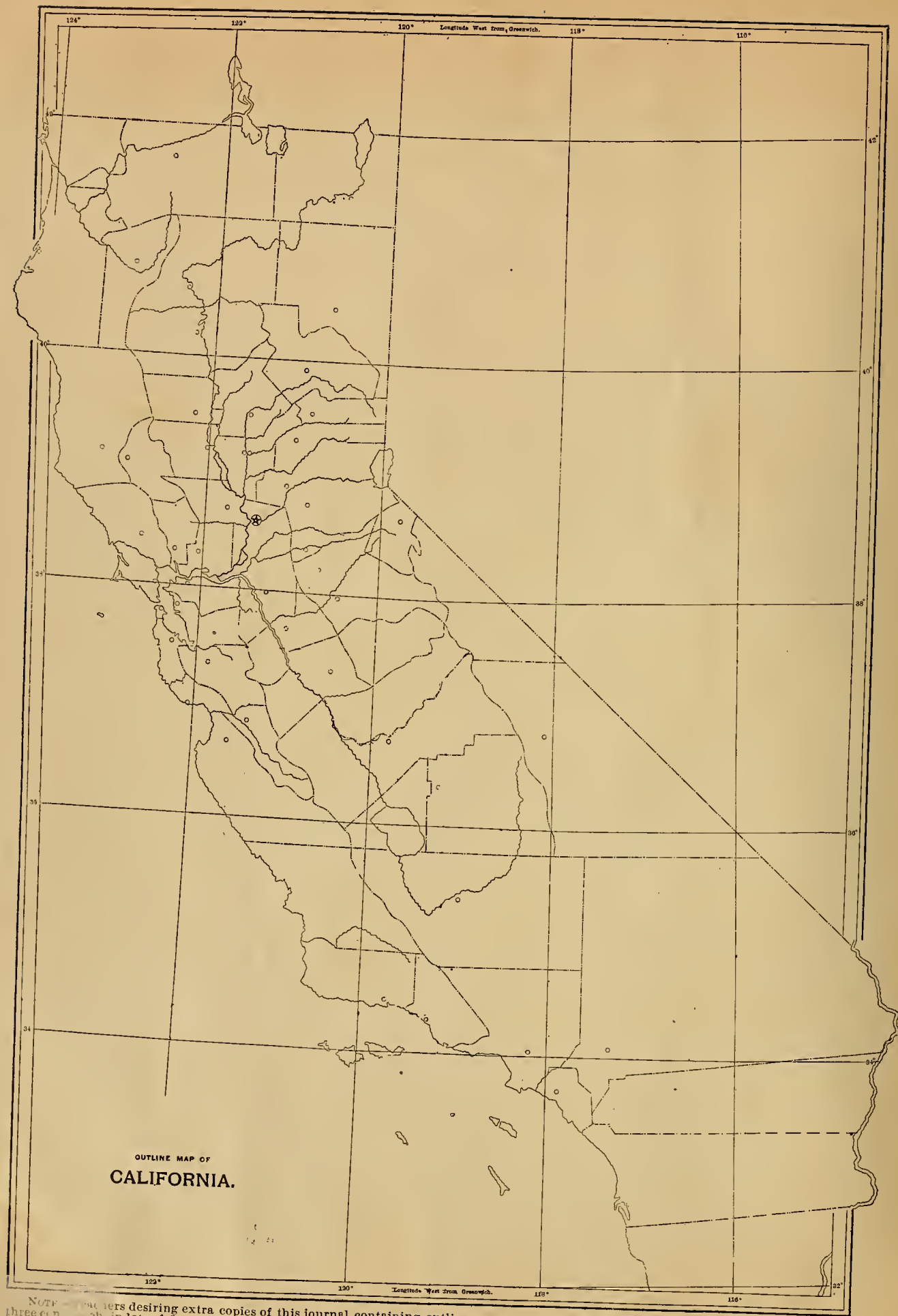
THE teachers of this State should aim to attend the meeting of the State Teachers' Association at Oakland, January 2, 3, 4, 1896. It is the intention to make this the greatest meeting in the history of the Association. Earl Barnes, the President, with the assistance of Miss Murphy and the Executive Committee, is arranging an excellent program.

* * *

NOW COMES the Philosophical Department of the State University, Professor Howison at the head, to introduce a psychological laboratory. This means a protest against the so-called "arm-chair philosophers." It will be a great day when you can go over to the Berkeley hills and have measured the flight of a thought, or with accurate machinery measure Professor Royce's conceptions of a God.

* * *

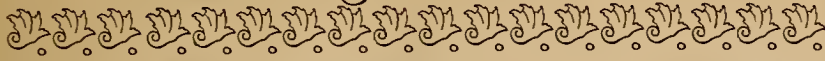
THE teachers and the schools of California have lost a devoted friend in the death of Superintendent A. J. Moulder. Mr. Moulder had a long and useful career as a teacher, superintendent, and citizen. He was an earnest worker along lines well established. As State Superintendent he introduced many changes in the school laws, and aided largely in the establishment of the State University on a firm basis.



OUTLINE MAP OF
CALIFORNIA.

NOTE.—Teachers desiring extra copies of this journal containing outline maps or any other outlines of lessons given may have them at three cents each, in lots of five or more.—HARR WAGNER, Editor.

Primary Methods.



LANGUAGE AND COMPOSITION, FOR FIRST AND SECOND GRADES.

BY LAURA J. FRAKES.

THERE is nothing more important in any vocation of life than a ready and correct use of language, and early childhood is by far the most favorable time for its cultivation.

The language lesson for the beginner, must of necessity be oral, but the means to be used need not be less abundant or less varied on that account. They are to be found in everything which interests him, in everything which he can be induced to talk about. In this, as in most other things, he learns by doing, more than by being merely told what he should do.

What to do in language in our small class was for a long time a serious trouble to us. Something to interest them, and hold their attention, and at the same time make them think and put those thoughts into good English sentences, was what we wanted; we knew that thoughts are as real to the mind as are bacilli to the senses, and far harder than the latter to kill.

All thought merges into expression; before the seduction, before the lie, before the murder, lies the thought, whose germ may have been planted in what was the virgin soul of purity before it was exposed to corrupt influences.

Therefore it behooves us to be extremely cautious as to the pictures we display, the papers we read, and the words we use to instill thoughts into those innocent little minds.

But, to return to our subject, we found describing pictures and telling stories about them to be a most prolific source of amusement.

Hence it is that no necessary care or expense should be spared to decorate your room with beautiful and attractive pictures, varied and suggestive as it is possible to make them.

We would at first let the children talk about the pictures, with no more restraint or direction than may be necessary to give each one a chance to be heard, and cultivate good manners. This being done, we would by suggestive questions or hints, lead the children to some exercise of judgment and imagination in regard to the relation, action, motive, character, etc., of objects represented.

We would even lightly touch upon the faculty of criticism, by asking what special merits they find in the pictures, what changes they would make, etc.

One day the thought dawned upon me—why not have “living pictures”?

We did, dear teachers, and it proved to be a decided success. The lessons are action. One child is selected

to perform the act, another to tell who he is, where he is, and what he is doing.

The other day one of my little girls brought her little black kitten to school, and this was our language for the day.

This girl is Pearl.

She is sitting on a box by the window.

She has a black kitten in her lap.

Its name is Topsy.

We then write the little story on the board, word by word, as the child tells us, pausing at the close of each sentence to have what has been written read. Then the whole story is read by first one and then another until all have read it.

All the words that were too hard for them, or words with which they were not familiar, were pointed out and reviewed, then placed to one side for future use.

Our language lesson is left on the board, and the next day it makes a fine reading lesson, the children remembering the words quite well, even if several new words have appeared.

We follow this plan gradually, giving more difficult work by having more than one object near the child, and it is really surprising to see how accurately the bright little people describe the different positions into which one can arrange them.

“How to See,” follows this oral work very nicely, and we succeed in getting some very good written descriptions from our second-grade pupils.

The following plan I have found very successful in my school, not only in the teaching of new words, but also in teaching an easy natural expression, in giving orally ideas written on the board.

Instead of talking, I let the child do the talking. I say to the class: “Now, I’m not going to talk, but let this piece of chalk do the talking.” I then write on the board what I want them to do.

After a few lessons they obey the written commands as readily as the spoken ones. Sometimes we write a question on the board, indicating, by writing his name after the question, the boy who is to answer it—thus:

What can a dog do, James?

Where does the fox live, Joe?

If the boy named cannot answer, we erase his name and substitute that of another.

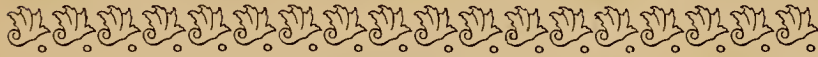
Sometimes, for a change, we require the answer in writing. Then we put on the board—

Write the answer.

When we have written all we desire for one lesson, then we go over it again, requiring one boy to read the question and another to answer it.

Thus we put into execution many little devices, some of which are original and many selected from our best instructors. Our number work is always a language lesson; we weave a story, simple it is true, but pleasing to the little ones, around every number up to ten.

Grammar Grade and High School Methods.



FRIDAY RECREATIONS.

BY L. LUCILE TURNER.

IT is a time-honored custom to make Friday afternoons a "speaking day," when all the pupils take part in the entertainment. Of late years, this custom has lost favor with many, and Friday is just like any other day. Let me suggest a substitute, that will be both pleasant and instructive, though it may put a little more work on the teacher.

Let the afternoon work be in the form of studies of the life of some author, inventor, or statesman, or about some great battle, discovery, or achievement which advanced or changed the history of the world.

The pupils should have note-books, used for this only, which the teacher should examine and correct each week. Take the following as skeleton for work on some author:

1. Date and place of birth.
2. Parentage.
3. Early or home education.
4. Later or college education.
5. Early manhood (or womanhood) and marriage.
6. Early works.
7. Later life and works.
8. Death and place of burial.
9. Anecdotes.
10. Quotations and selections.
11. Criticisms or sketches by others.

Let two or three pupils take the first three subjects, two or three the next two, others the next three, and two or three the ninth. This is in order that as much as possible may be gained from many sources. Let the younger ones, and perhaps some of the older ones, learn quotations and selections and recite them to the school; while the older ones may select criticisms by famous people, and some may prepare criticisms themselves, to be read.

Each fact should be noted in the note-books when given — dates, etc., may be written on the board, to prevent mistakes, — while the pupil may make his choice of the anecdotes, quotations, and selections — if not too long, — writing one of each in his note-book, and the quotation chosen may be learned by the pupil for Monday morning. Of course, the note-book work must be modified for the younger pupils. If the pupils can obtain pictures of the author, it would be well to let them put them in their books, at the top of the before entering any notes. On Monday or Tuesday, the note-books should be collected and examined by the teacher, and returned to the pupil Friday morning.

Then the next lesson should be somewhat different, the subject being some historical event, as the siege and surrender of Yorktown, or some similar subject. The date, commanders, and locality should be given, with the topography of the land, followed by any famous poem or description that may be obtained by the pupils or teacher.

The next subject may be a scientific one, while now and then botany may be studied to advantage. In the latter, the pupils may draw in their note-books the parts of flower and plant, taken from some typical flower, a specimen of which should be in each pupil's hand.

Of course, similar work is taken up during the week in different classes, but it will be found that much will be gained in the general discussion which should follow the note book work, while the afternoon's work will add a zest to study for both teacher and pupil.

Come, Little Leaves.

GEO. COOPER.



"Come, little leaves," said the wind one day,
"Over the meadows with me and play.
Put on your dresses of red and gold
For the summer is gone and the days grow cold."

Soon as the leaves heard the wind's low call
Down they came fluttering, one and all
Over the fields they danced and flew
Singing the soft little songs they knew.

Dancing and whirling the little leaves went,
Winter had called them and they were content.
Soon fast asleep in their earthy beds,
The snow laid a coverlet over their heads.

"C. H. W." writes from the Sierras to know if this journal is the official organ of the schools of California. It is our duty to answer "No." This journal is simply in evidence that a school journal can be published without official patronage. If it had the money it could, however, buy sufficient brains to make the effete East wonder at the enterprise of California school journalism.

Thanksgiving Day.



THANKSGIVING DAY PROGRAM.

THE programs for Thanksgiving Day in Eastern journals are not always suitable to the genial climate of the Pacific Slope. The furs, snow, sleet, ice, and great log-fire do not carry with them an adequate idea of Thanksgiving. Our children are more familiar with oranges, flowers, pineapples, bananas, strawberries, and outdoor games. So to make a program suitable, considerable revision is necessary. It might be well to start the day with a due spirit of thankfulness for the climate of the Pacific seas, and that we are permitted to live in so glorious a country. In arranging programs, the following may be helpful:

1. Teacher read President or Governor's Thanksgiving proclamation.
2. A history of Thanksgiving.
3. Recitation by pupils.
4. Songs.
5. Compositions by pupils, on "How to Eat, What to Eat, When to Eat." Teacher to give instruction on the basis of approved hygiene.

HISTORY OF THANKSGIVING.

IN the United States Thanksgiving denotes an annual festival — not to celebrate a single event, but to show gratitude to God for the blessings of a closing year. It may be said to be borrowed from the Jewish feast of Tabernacles. The Hebrews, under the Mosaic law, celebrated the goodness of God under branches of trees and tents of palms. The Dutch and Germans have a festival called "Harvest Home." The custom originated in America in 1621, when Governor Bradford, of New England, wrote as follows: "They began now to gather in the small harvest they had, and fitte up their houses and dwellings against winter, being well recovered in health and strength, and had all things in good plenty; for as some were thus employed in affairs abroad, others were exercised in fishing about codd and bass and other fish of which they took a good store, and of which of every family had their portion. All the somer there was no waste. And now began to come in store of foule as winter approached. And beside water foule there was a great store of wild turkies and venison." The next Thanksgiving was in 1623, when the Governor called the people together for fasting and prayer, on account of a drouth. During the celebration "soft, sweet, moderate showers" fell, and the oecasion was changed to thanksgiving and rejoicing. Washington, in 1795, issued a call for a national Thanksgiving. In 1863, Lincoln issued a proclamation, making the last Thursday of November a national holiday. Every President since has followed that example.

POLLY'S THANKSGIVING.

BY A. C. STODDARD.

SUCH a funny little roly-poly Polly as she was, with her big china-blue eyes that were forever seeing something to wonder about, and her round, red cheeks that always grew redder when anybody spoke to her, and her crinkly flaxen hair that never would stay in place! Such a queer little dumpling of a Polly!

All the same, she liked nice things to eat as well as any one could, and when, once upon a time, somebody gave her the measles just in season for Thanksgiving Day, she felt dreadfully about it, and cried as hard as she knew how because she could n't have any turkey, nor pudding, nor mince-pie for dinner—nothing at all but oatmeal gruel.

But crying did n't help the measles a mite, as of course Polly knew it would n't, but she could n't have helped crying if she wanted to, and she did n't want to.

"Most anybody'd cried, I would n't wonder," she said, a day or two after, when the measles had begun to go away again, "not to have a mite of any Thanksgiving for dinner, not any pie, not any cranb'ry sauce, not any — O de-ar!"

"Well, well," said Polly's mother, laughing, "I guess we'll have to have another Thanksgiving Day right off."

"Oh! can we?" cried Polly, brightening up.

"Not without the governor says so," answered her father, with a twinkle. "The governor makes Thanksgiving Days, Polyanthus."

"Where does he live?" asked Polly, with an earnestness that was funny. Everybody laughed.

"At the capital," said Polly's Uncle Ben Davis. "Do you know where that is?"

"I guess I do," said Polly, and she asked no more questions.

But what do you guess this funny Polly did? By and by, when she felt quite like herself again, she borrowed pencil and paper and shut herself up in her own little room and wrote a letter that looked a little queer, 't is true, but still made her wishes known.

"DeRe MisTeR GUVNER WILL yOU PLeAsE MAKE ANoThER THANKSGIVING DAY be CAWS I HAD THE MEESLES THE LAST ONE. POLLY PINKHAM."

Then she folded the letter and put it in an envelope, with one of her chromo cards, and sealed it, and took two cents out of her bank for the postage and ran away to the post-office as fast as she could run.

Mr. Willey kept the post-office, and if he himself had been behind the glass boxes that day, I don't believe Polly's letter ever would have gone out of Tinkerville. But Mr. Willey's niece was there. She read the address on the envelope Polly handed in, and her eyes danced. It looks so funny:

"MESTER GUVNER, AT THE CAPITLLE."

One or two questions brought out the whole story.

"The governor shall have your letter, Polly,"

roguish Miss Molly said, with a laugh, as she stamped it, and wrote the postmark plain as plain could be.

And so he did. For, not quite a week later, a letter came in the mail to Polly — a great, white letter, with a picture in one corner, that made Polly's father open his eyes.

"Why, it's the State's arms," said he. "What under the sun —"

But I think he suspected. Oh! how red Polly's cheeks were, and how her small fingers trembled when she tore open her letter. It was printed so that she could read it herself, all but the long words:

"DEAR MISS POLLY:—Your letter received. I am very sorry you were so ill as not to be able to eat any Thanksgiving dinner. It was quite too bad. I hereby appoint a special Thanksgiving Day for you — next Thursday, December 9th,— which I trust may be kept with due form. Your friend and well-wisher,
ANDREW COLBURN."

"Oh! oh! oh!" cried Polly, hopping on one foot; "will you, mother? O mother! will you? I wrote to him myself. Oh! I'm so glad."

"Did you ever!" cried Polly's mother. "Why, Polly Pinkham!" But Polly's father slapped his knee, and laughed.

"Good for Governor Colburn! I'll vote for him as long as he wants a vote. And Polly shall have a special Thanksgiving worth telling of, so she shall."

So she did have the very best she ever remembered.

THANKSGIVING SONG.

(TUNE—"Tramp, Tramp, Tramp.")

WE are stepping with our feet —
They are firm and strong and fleet;
Ought that not to make our hearts with joy o'erflow?
They will take us without fail
Up the hill or through the dale;
Into all our paths of duty they will go.

Yes, yes, yes, to-day we're thankful;

[Nodding heads.]

No, we will not ungrateful be;

[Shaking heads.]

But we'll use our limbs so strong

For the work that comes along,

[Swinging right foot.]

Walking in each way of duty we can see.

[Swinging left foot.]

Oh, East is East, and West is West, and never the twain shall meet,
Till Earth and Sky stand presently at God's great Judgment Seat;
But there is neither East nor West, Border, nor Breed, nor Birth,
When two strong men stand face to face, tho' they come from the ends of the earth!—*Rudyard Kipling.*

THANKSGIVING VERSE.

(SELECTED.)

THANKS be to God! to whom earth owes
Sunshine and breeze,
The heath-clad hill, the vale's repose,
Streamlet and seas,
The snowdrop and the summer rose,
The many-voiced trees.

Thanks for the darkness that reveals
Night's starry dower;
And for the sable cloud that heals
Each fevered flower;
And for the rushing storm that peals
Our weakness and Thy power.

Thanks for the sweetly-lingering might
In music's tone;
For paths of knowledge, whose calm light
Is all thine own;
For thoughts that at the Infinite
Fold their bright wings alone.

Once more the liberal year laughs out
O'er richer stores than gems or gold;
Once more with harvest song and shout
Is nature's bloodless triumph told.

Our common mother rests and sings
Like Ruth, among her garnered sheaves;
Her lap is full of goodly things,
Her brow is bright with autumn leaves.

O favors every year made new!
O gifts with rain and sunshine sent!
The bounty overruns our due,
The fullness shames our discontent.

We shut our eyes, the flowers bloom on;
We murmur, but the corn ears fill;
We choose the shadow, but the sun
That casts it shines behind us still.—*Whittier.*

Praise to God, immortal praise,
For the love that crowns our days;
Bounteous source of every joy,
Let thy praise our tongues employ;
All to thee, our God, we owe
Source whence all our blessings flow.

Ah! on Thanksgiving Day, when from East and from West,
From North and from South come the pilgrim and guest,
When the gray-haired New Englander sees round his board
The old broken links of affection restored,
When the care-wearied man seeks his mother once more,
And the worn matron smiles where the girl smiled before,
What moistens the lips and what brightens the eye—
What calls back the past, like the rich pumpkin-pie?

Outline of United States History.

BY GEO. W. HINKLE, LEMOORE, CAL.



[NOTE TO TEACHER.—The following complete outline of United States History will greatly aid the up-to-date teacher who prefers topics to dates, and disintegrated facts.—EDITOR.]

- Discovery . . . {
 - When.
 - By whom.
 - Knowledge of geography at that time.
 - Noted travelers and their stories.
 - Reasons for voyage.
 - Difficulties under which Columbus labored.
 - Events of the voyage.
 - Triumphal return of Columbus.

- Aborigines . . . {
 - Description of race.
 - Distribution of tribes.
 - Character.
 - Government.
 - Modes of Living.

- Exploration . . . {
 - Spanish {
 - Columbus,
 - De Soto,
 - De Leon,
 - Cabrillo,
 - etc.
 - English {
 - Cabots,
 - Drake,
 - etc.
 - French {
 - Denys,
 - Verazzano,
 - etc.
 - Others {
 - Cortereal,
 - Hudson,
 - etc.

Claims to Territory based on these.

Trace routes on outline maps.

- Settlement . . . {
 - English—See under *Development*.
 - Spanish {
 - Particularly those made
 - French {
 - within the present limits
 - Dutch {
 - of United States.
 - Others {
 - Generally of other portions
 - of continent.

- Virginia and Maryland, Massachusetts, Connecticut, Rhode Island, New Hampshire, New York, New Jersey, Pennsylvania, Delaware, North Carolina, South Carolina, Georgia.

*Development

Study as grouped.

* Outline of *Development* taken from Childs.

- Settled {
 - When.
 - Where.
 - By whom.
 - Why.

- Government {
 - Different kinds—four kinds in these colonies.
 - What voice had the people.
 - Character of the governors.

- Religion and Education {
 - Sects—their support.
 - Schools {
 - Public
 - Col'ges
 - Why.

- Troubles {
 - Political.
 - Religious.
 - Indian.

- Noted Men {
 -

- Customs {
 - Buildings, Utensils, Dress, Plantations, Social customs, Traveling facilities.

- Events {
 - Review important points.
 - Origin of names.

- Productions {
 -

- Contemporaneous history in Europe {
 - Show what effect the quarrels between nations and the persecutions of the people for political and religious reasons had upon the settlement of the colonies.

<i>Colonial Wars</i>	<ul style="list-style-type: none"> Cause. Colonies affected. Duration. Important battles. Treaty. Results. 	<i>Acquisition of Territory . .</i>	<ul style="list-style-type: none"> Louisiana purchase. Florida purchase. Annexation of Texas, Cal., Utah, etc. Purchase of Texas' claims to western lands. Gadsen purchase. Alaska purchase.
<i>Revolt of the Colonies . . .</i>	<ul style="list-style-type: none"> Causes <ul style="list-style-type: none"> Spirit of independence in the colonists. Bad governors. Oppressive trade laws. Objectionable methods in enforcing the laws. Disregard of petitions to the King and Parliament. Non-representation in Parliament. Colonial Congress. Declaration of Independence. Confederacy. Important battles. Foreign patriots. French alliance. Duration of war. Treaty. Results. 	<i>Slavery</i>	<ul style="list-style-type: none"> Constitutional provisions. Missouri Compromise. Wilmot Proviso. Omnibus Bill. Kansas-Nebraska Bill. Dred Scott decision. John Brown's raid. Underground railroad.
<i>Formation and Adoption of the Constitution</i>	<ul style="list-style-type: none"> A series of compromises. Jealousy between the States. Inauguration of the new Government <ul style="list-style-type: none"> Departments <ul style="list-style-type: none"> Legislative. Executive. Judicial. President and his advisers <ul style="list-style-type: none"> Attorney-General. State. War. Treasury. Others since added. 	<i>States and Territories</i>	<ul style="list-style-type: none"> Before 1861. Since 1861.
<i>Means of Procuring Money to Pay Expenses of Government — Revenue .</i>	<ul style="list-style-type: none"> Duties. Excises. Income tax. Public lands. Bonds. 	<i>State Rights</i>	<ul style="list-style-type: none"> Kentucky Resolutions. Nullification. Secession. Followed by Civil War.
<i>Defense</i>	<ul style="list-style-type: none"> Army. Navy. Militia. Academies <ul style="list-style-type: none"> West Point. Annapolis. 	<i>Indian Relations.</i>	<ul style="list-style-type: none"> When elected. By what party. Questions at issue. Contributory causes.
<i>Foreign Relations</i>	<ul style="list-style-type: none"> How conducted. England. France. Mexico. Chinese Exclusion Bill. Etc. 	<i>Chief Executives</i>	<ul style="list-style-type: none"> Cause. Duration. Decisive Battles. Treaty. Results.
<i>Money</i>	<ul style="list-style-type: none"> Gold } with their certificates. Silver } Copper. Currency, or greenbacks. United States banks. National banks. State banks. 	<i>Wars</i>	<ul style="list-style-type: none"> Transportation <ul style="list-style-type: none"> Steamboat, Railroad, Telegraph and cables, Telephone, etc. Manufacture <ul style="list-style-type: none"> Turbine wheels, Trip-hammers, Milling machinery, Cotton-gin, Spinning jenny, Printing presses, etc. Domestic Economy <ul style="list-style-type: none"> Sewing machines, Stoves, Reapers, Harvesters, etc. Lighting <ul style="list-style-type: none"> Gas Burners, Kerosene, Electric lights, etc.
		<i>Education</i>	<ul style="list-style-type: none"> Public schools. Private schools. Public libraries. Newspapers and periodicals. Colleges and universities. Writers and Speakers <ul style="list-style-type: none"> Longfellow, Whittier, Bryant, Irving, Cooper, Webster, Beecher, Irving, etc.

<i>Passing Events . . .</i>	}	Fires.	
		Distinguished visitors.	
		Buildings.	
		Epidemics.	
		Exhibitions.	
		Credit Mobilier.	
		Star Route.	
		Labor troubles.	
		Natural curiosities, parks, etc.	
<i>Biographies Worthy of Study . . .</i>	}	Washington,	Stephens,
		Morris,	Davis,
		Jefferson,	Blaine,
		Franklin,	Lee,
		Adamses,	Marion,
		Jackson,	Sumpter,
		Hamilton,	La Fayette,
		Lincoln,	Grant,
		Garfield,	Everett,
		Webster,	Pinckney,
		Clay,	John Jay,
		Calhoun,	John Marshall,
		Paine,	Fisher Ames,
		Madison,	Rufus King,
		Benton,	James Otis,
	Douglas, Stephen A.,		
	Douglas, Frederick (colored).		

DISCIPLINE FOR CITIZENSHIP.

FROM SPEECH OF JOE WOOD, JR., SALINAS, CAL.

THE public does not ask its private soldiers to look over the field of battle and decide what the army shall do. The commanding officer does that. Tennyson illustrates very nicely the actions of trained soldiers under command in his "Charge of the Light Brigade":

"Was there a man dismayed?
Not though the soldiers knew
Some one had blundered;
Theirs not to make reply,
Theirs not to reason why."

The well-trained soldier is he who listens to the word of command and intelligently executes it. Neither does the public ask you as individual teachers to decide on the course of instruction for your several school rooms. It provides the channels through which this information must come. Your work is to intelligently follow the word of command and to train your pupils to do the same in the positions they may fill in life. So many parents allow their children to govern themselves that many—in fact, the most of the children—must learn after they go out into the world that they cannot command if they cannot obey. A poor private makes an indifferent commanding officer. The boy who does not obey his parents, who fails to do the work at school as directed, is not apt to work for his employer with any degree of satisfaction or to obey the laws of the State with very much enthusiasm.

The teacher who assumes the responsibility of the profession should know by a careful study of the law

governing, what the rights and duties of the profession are. A teacher who knows he is right goes forward with the law to assist him. When he is wrong the law must be against him. Opening and closing school for your convenience when the law sets the time, teaching on holidays when you have no authority in the schoolroom, laying the course of study aside because it may not suit your convenience, are lessons that show your pupils how you obey the laws made for your government. Can a teacher who ignores the plainest provisions of law train pupils to be law-abiding citizens? Can such teachers complain when pupils follow their example and ignore the rules made for their government? It seems to me that if there ever was a time when teachers and parents should put forth their united efforts to train the children into a feeling of respect for law and to teach them to remove from high places those who do not obey its provisions, that time is now.

The discipline of the schools—I mean the behavior of the pupils—seems to be greatly improved during the the last few years. Bad behavior, truancy, and such expressions are passing out of school. We may now devote our time to true discipline, the training of boys and girls to self-control, the giving of power of body and strength of mind through proper control of the faculties. This training should begin in the lowest primary and continue systematically throughout the school life of the pupils.

The true end of education, of whatever kind, we must set steadily before us. "There are some who wish to know that they may know; this is a base curiosity. There are some who wish to know that they may be known; this is base vanity. There are some who wish to sell their knowledge; this is base covetousness. There are some who wish to know that they may edify; this is charity: and those who wish to be edified, and this is heavenly prudence."—*Archbishop Farrar.*

The new book, "Spanish In Spanish," by Professor Luis Duque, should be in the hands of every progressive teacher of languages. It is the most practical and scientific method yet introduced. Circulars or copies for examination will be sent on request to the Whitaker & Ray Company, 723 Market street, San Francisco.

The election of Madison Babcock as Superintendent of Schools of San Francisco was welcome news to his host of friends, as well as to the teachers and children of San Francisco. An extended sketch of his work will appear in the December number of this journal.

The Modoc county teachers showed appreciation of this journal by each one subscribing for it. Testimonials of this character are highly appreciated by us, and it is determined that the December number shall surpass all former issues—a gift to our subscribers.

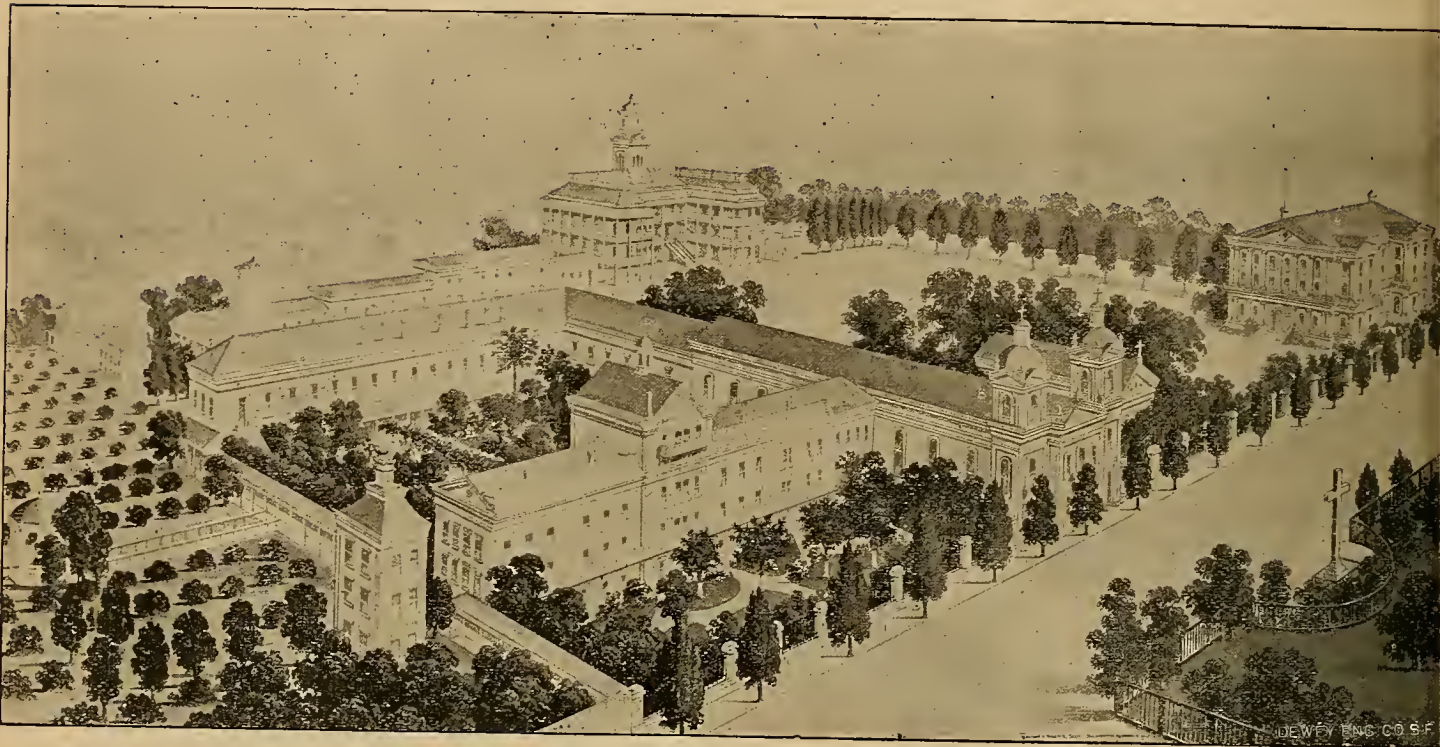
Santa Clara College.

THE SANTA CLARA COLLEGE, conducted by the Fathers of the Society of Jesus, and situated in the best part of the Santa Clara valley, Santa Clara county, Cal., is now better equipped than ever to accommodate a large number of students, and give them a good education in scholarship, morals, and religion, at the same time supplying them with every convenience for health and comfort.

This college, founded in March, 1851, in the old mission of Santa Clara, is established for the purpose of giving to all who enter a liberal and Christian edu-

nasiums and playrooms are well provided with chess, checkers, etc.

In the buildings are eighteen classrooms and two study-halls, all large and well ventilated; a chemical laboratory; a science lecture-room; a philosophical cabinet; a museum, which contains a collection of 4,000 specimens of natural curiosities; a room for the Literary Congress, divided into two branches—the Philathletic Senate and House of Philhistorians; nine libraries—five located in various departments, for the special needs of the professors and the various grades



Santa Clara College—Rev. J. W. Riordan, S. J., President.

cation. On April 28, 1855, it was chartered with all the rights and privileges of a university.

The entrance of the college is through a three-storied building, which has a central fourth story. The hall opens on a wide interior garden, surrounded by long verandas, where grow exotic trees and plants.

The entire grounds of the college are four blocks square. On these grounds are erected the various buildings devoted to the different departments, the principal ones being the Scientific Building and the Exhibition Hall. The latter is 113 by 143 feet and 76 feet high, with a stage 38 feet deep, where the students practice the art of elocution. Here are often given public entertainments by the Dramatic Society, which is composed of members of the student body. The hall can accommodate 3,000 spectators. There is also a chapel for the students.

Large and beautiful playgrounds four acres in extent give opportunity for healthful exercise, and the gym-

nasiums and playrooms are well provided with chess, checkers, etc.; a banking and commercial department, with offices or houses representing every kind of important business, with telegraph, post office, etc.; a room furnished as a courtroom, to hold meetings as a tribunal of commerce; a complete school of design, mechanical and architectural, as well as artistic; a printing office, furnished with all the necessary materials for job printing; two large dormitories; a large dining-room, with tables seating fourteen students.

Music in all its branches is taught, and bands and orchestras are formed to render operatic and classical music.

In the summer season an artificial swimming pond, 160 by 120 feet, near the old mission orchard, gives to the students all the benefits and pleasures of bathing. Warm baths are in the college building.

There is also an infirmary of twenty private rooms, neatly furnished, with a well-stocked apothecary-shop adjoining. A good doctor is in attendance.

School News.

Western.

Los Angeles city and county will hold an institute Thanksgiving week.

The meeting of the Montana State Teachers' Association will be held at Anaconda, December 28th, 29th, and 30th.

The meeting of the California Teachers' Association will be held at Oakland, January 2d, 3d, and 4th. Earl Barnes, President.

The meeting of the State Teachers' Association of Arizona will be held at Prescott, December 21st, 22d, and 23d. Hon. F. J. Netherton is President.

Professor A. B. Coffey is scoring quite a success as a popular institute conductor. During the month of October he conducted Shasta and Fresno institutes and several others.

Philip M. Fisher, the editor of the Pacific Educational Journal, attended the institutes of Trinity, Humboldt, and Mendocino counties, and reports that great interest was taken in educational work by the teachers.

The San Bernardino Board of Education (W. F. Bliss, President, and Miss Margaret Mogeau, Secretary,) has issued a new course of study. It is new, and contains the best and most adaptable parts of the suggestions made by the report of the Committee of Fifteen. Miss Mogeau has a large task in superintending the schools of her county. She is doing the work nobly, and every movement she makes is a step forward, not backward.

Institutes will be held in November and December, as follows: Auburn—November 4th, 5th, 6th, 7th, and 8th; Willows—November 4th, 5th, 6th, 7th, and 8th; Marysville—November 6th, 7th, and 8th; Woodland—November 13th, 14th, and 15th; Placerville—November 19th, 21st, 22d, and 23d; Sacramento—November 25th, 26th, 27th, and 28th; Stockton—November 25th, 26th, 27th, and 28th; Los Angeles—November 25th, 26th, 27th, and 28th; Modesto—December 4th, 5th, and 6th; Visalia—December 17th, 18th, 19th, and 20th.

The Contra Costa institute was held at Martinez, October 2d, 3d, and 4th. Superintendent A. M. Phalin arranged an excellent program, along the lines of the practical experience of the school teachers. He was noted for saying very little but doing a great deal. He was assisted in his work by Hon. John Swett, T. H. Kirk, of San Bernardino, and Harr Wagner. Swett has lost none of his fire and enthusiasm, and gave the teachers much that was pertinent. Professor Kirk proved himself to be an entertaining, instructive talker. Joaquin Miller, however, captured the institute by his lecture, "Lessons Not in the Books." The teachers took an active interest in the

proceedings, and showed by their talks, questions, and answers to be fully up to date. Superintendent Black delivered his lecture Thursday evening, on "A Talk with Teachers and Patrons."

Kate Ames, Napa county's Superintendent, held her first institute October 22d, 23d, and 24th. Professors Earl Barnes and E. H. Griggs were the instructors, Professor Bernard Moses the lecturer. The teachers were delighted with Miss Ames's efficient management of the institute, and are well satisfied with the results. Superintendent J. W. Linscott, of Santa Cruz, also assisted Miss Ames, and aroused the teachers by his eloquent talk on "The Teacher's Zeal." The following pertinent resolution was adopted:

Resolved, That the teachers of Napa county condemn as unprofessional the action of any teacher who underbids another for the sake of securing his or her position.

Superintendent J. W. Graham, of Kings county, held his institute October 9th, 10th, and 11th. On the program, in addition to the names of his teachers, were C. H. Keyes, P. M. Fisher, and Harr Wagner. Mr. Graham is a graduate of the San Jose Normal, a native of California, a teacher of experience, a gentle, vigorous, kindly man, whose spirit infused into the schools of Kings county will bring great results. The teachers are heart and soul with him in making the schools what they should be. Every teacher did his or her part on the program, and, if not on the program, was ever ready to "speak out" and to the point. Kings county has among its teachers many strong men and women.

Geo. F. Mack held the Amador county institute at Ione, October 15th, 16th, 17th, and 18th. Mack wears the largest hat of any Superintendent in the State, and his record on institutes shows that he has something in his hat. He gave the teachers, in an opening address, as much sound advice as could be packed into a few brief sentences. The teachers of Amador county form a composite picture of a happy family. They all seem acquainted with each other, and the talks in the institute inspires one with the idea that they are talking with each other rather than in a formal address. They seem to have all the new methods, new ideas, devices, etc. Little Amador, like the new woman, has caught on. Superintendent Mack is serving his third term. One of the pleasant features of the institute was the part taken in it by E. Carl Bank, Superintendent of the Preston School of Industry, and his teachers; also, the visits of Superintendent E. F. Floyd, of Calaveras, and Superintendent T. E. McCarty, of El Dorado, and their inspiring talks.

Miss Annie L. Williams, of Modoc, held her institute at Alturas, October 22d, 23d, and 24th. Miss Williams and her thirty-six co-workers are as strong and as earnest a body of teachers as there is in the State. Miss Williams is a gentle woman, — timid, refined, and quiet,

— the very opposite of the woman you would expect to find elected Superintendent of Schools in a country where the people are engaged in stock-raising. She has undertaken to guide the schools, and will devote her entire time to their advancement. The Superintendent and the teachers are determined that Modoc county shall lead the State in educational progress. The boys and girls have health and strength and plenty of physical exercise; brain, muscle, and brawn have been developed, so they are hopeful that Modoc will turn out the future strong citizens of the State. The teachers of the Modoc institute take an active part in every session, and the best lessons in methods that can be given were given by the Modoc teachers. The reading of essays was not a feature, but plain, practical talks on how to apply methods to every-day work; and the teachers, feeling that the institute was a part of their work, made the three days quite notable to one who has long been accustomed to institute work. The Modoc county institute almost led to the formation of the rule, that interest in institutes increases in proportion to the distance the county is away from the center of population.

Edward Hyatt, one of the most progressive Superintendents in the State, has sent to his teachers the following card, dated at Riverside, Cal., October 30th:

MY DEAR MADAM: In my visits during the coming term I shall try to test your school upon the following points:

In Arithmetic—Rapid adding, the multiplication table, mental problems, fractions, the tables, decimals, and the rudiments of percentage.

In English—Reading with expression, acquaintance with a few good authors and their works, ability to give a few good quotations, correction of common errors in speech, spelling common words, diacritical marks, punctuation, writing correctly from dictation, and writing a correct letter.

In Science—Something of the principal cities, rivers, railroads, mountains, animals, and products of the countries of the world; something of the principal discoveries, political events, wars, colonizations, and inventions in the history of our country; something of the bones, muscles, digestion, circulation, and nerves of the human body.

In General—Condition of the school-room air; neatness of room, library, and grounds; position and bearing of pupils; sports and plays of the children; cleanliness of windows, floors, walls, and out-houses; manner of going in and out, and studiousness of pupils.

I will try in every way to give due credit to any school showing special excellence in any of these directions.

J. W. Linscott, Superintendent of Santa Cruz county, held his institute October 7th, 8th, 9th, 10th, and 11th. He had among his instructors Earl Barnes, Joaquin Miller, and E. E. Brown. The institute was characterized by that enthusiasm which Linscott is so noted for among the educators of California. Special committees were appointed a year ago to consider questions pertaining to school-work. The result shows a careful consideration of the subjects treated. The report of the Committee on Methods of Teaching was as follows:

1. Believing that it would be an advance on present methods of class-work were more time devoted to study under the direct supervision of the teacher, and less time given to so-called recitation, and less time to direct text-book study at home; therefore,

Resolved, That in the main text-book study should be confined to the classroom, and that no more than one-half of the school-hours should be devoted to recitations by any class of any of the grades of our schools;

Resolved, That home study should be limited in quantity, and should consist mainly of collateral reading and reference work, to broaden and strengthen the instruction of the classroom;

Resolved, That teachers be encouraged and urged to so plan their oral and written recitation work that much time may be given (possibly on alternate days) to study of the various branches, while the teachers give attention to the work of individual pupils.

2. *Resolved*, That no previous preparation on the part of the teacher, by professional training or otherwise, lessens

her obligation to enter the classroom each day with fresh knowledge and special preparation, in order to provide against a waste of time through misdirection of the pupil's energy.

3. *Resolved*, That in all branches the work should be so simplified, systematically graded, and skillfully adjusted to the capabilities of the pupil that he consciously feels his power of mastery over whatever is assigned him, and that by his own efforts he can do the work.

4. *Resolved*, That in the correlation of subjects we should endeavor to adjust the relations of the various branches of study, so that one will re-enforce and strengthen the other, and that all united will constitute a symmetrical and harmonious development of the child's powers; that we deplore that idea of correlation that would break the unity of thought and instruction in any one subject by thrusting in extraneous matter from some other branch.

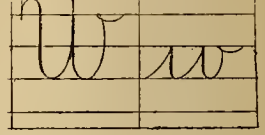
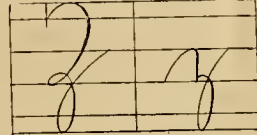
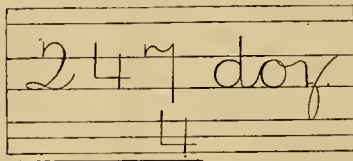
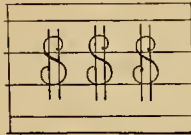
5. *Resolved*, That the first aim of all punishment should be the improvement of the child punished; and that consequently we, as teachers, should study

carefully the cases of discipline that come under our direction, with a view of determining children's personal reaction against different punishments under different conditions.

Resolved, That the end to be attained in all discipline is to form a true and self-reliant manhood and womanhood; that discipline in the school should be made a means of aiding each pupil to do his own individual work in the best possible manner, without interfering with the rights and duties of others; and that the strict tension caused by over-disciplining is resultant only in harm to the pupil and to freedom of work.

The committee to consider the report of the Committee of Ten, decided that the four great branches of study enumerated, viz: Language (including reading, writing, language lessons, and grammar); mathematics (including number work, arithmetic, etc.); history (including literature and history proper), and natural science, should be studied in each of the elementary grades; and the

NOTE TO TEACHER: The following specimens of vertical penmanship can be cut out and given to the pupils for copy. The teacher should also note that the velocity of light given below is incorrect.

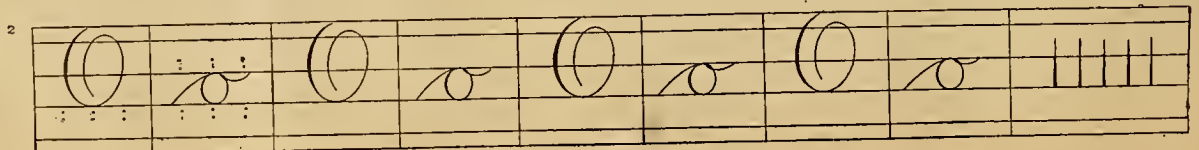
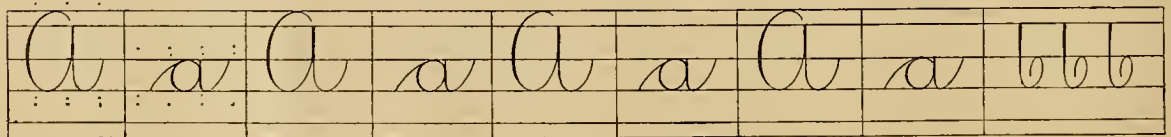


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All plants turn towards the light.



Reviews.

Some Notable School Books.

THINKING, FEELING, DOING.* By E. W. Scripture, Yale Psychological Laboratory. (Flood & Vincent, Publishers. \$1.50.)

This work of E. W. Scripture, written in plain, every-day English, is a protest against arm-chair philosophy. It is an up-to-date work on psychology. Professor Scripture gives an interesting account of the principles of watching, searching, time, attention, memory, color, emotions, etc. There are many interesting experiments shown in the book, and the illustrations add greatly in making the text understood. It is the greatest book of the year along the line of popularizing experimental psychology. Professor Scripture has perfected many machines for experimenting on the mind. The results obtained are sufficiently scientific to place him among the leaders of experimental psychology in America.

INDUCTIVE PSYCHOLOGY, AND AN INTRODUCTION TO THE STUDY OF MENTAL PHENOMENA.* By E. A. Kirkpatrick, of the Winona (Minn.) State Normal School. (E. L. Kellogg & Co., New York, Publishers. 80 cents.)

This is a most entertaining work for those interested in the study of psychology. The work, while not based on experiments, is nevertheless on the latest lines of study. The chapter on child-study is particularly interesting. It is largely devoted to the consideration of results of phenomena familiar to the reader.

LECTURES ON HUMAN AND ANIMAL PSYCHOLOGY.* By Wilhelm Wundt, Leipsic. (Macmillan & Co., Publishers, New York. \$4.00.)

Professor Scripture, of Yale, calls Wilhelm Wundt, the greatest psychological genius of the age. His lectures from the standpoint that he is the leading authority of the world on the subject, are of special interest, therefore, to the student of education. The book is the first attempt to make the work of Wundt familiar to the English-speaking public. The lectures have been translated by J. E. Creighton and E. B. Titchener, of Cornell University. The book contains thirty lectures, and they are really the basis of most of the experimental psychology in this country, and gave stimulus to our psychological laboratories. The work has been well done by the translators, and the book is the most valuable addition to the art of studying the human mind.

THE NATURAL MUSIC READERS. By Frederic H. Ripley and Thomas Tappan. (American Book Co., Publishers.)

This course of music is the latest series for popular favor. It has had a remarkable brilliant beginning, having been adopted in many of the leading cities of the United States, including San Francisco. There are five music readers and one music primer. The aim of the authors has been to develop the art of music in the children. There are some pieces of music that are of the highest

quality, and will serve to cultivate a taste for the masterpieces of musical composition. The system is well graded, and the authors seem to understand very thoroughly the needs of the children along the line of a musical education.

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The new college at Fresno, devoted to business and practical education, is meeting with deserved encouragement under the management of Ramsay & Ramsay. The work they are doing for young men and women is such that it will mark the institution as the leading one of the kind in the State.

D. C. Heath & Co. have issued a new course in vertical writing. The authors of this system were consulted by the State Board of Education in the vertical writing in our primary reader. Copies can be had by addressing Caspar W. Hodgson, Leland Stanford Jr. University.

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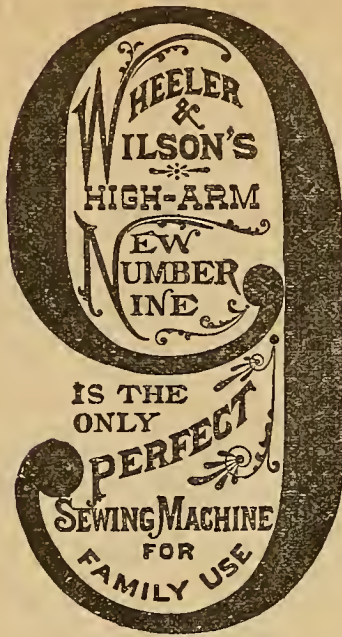
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Message of Christmas	.30
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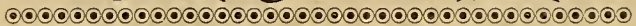
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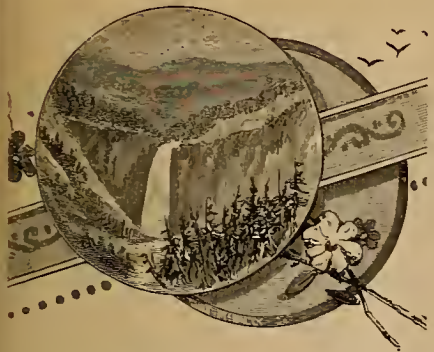
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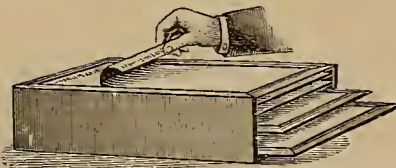
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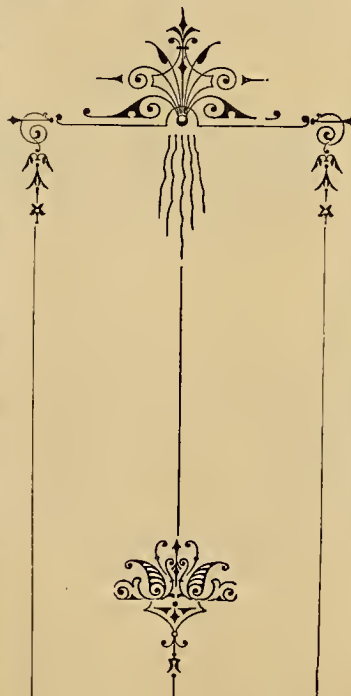


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SAN FRANCISCO, DECEMBER 1, 1895.

NUMBER 7.
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Christmas. CHRISTMAS means vacation for the school-teacher. It means more. Christ was the great Teacher. The celebration, then, of the advent of the blue-eyed Babe of Bethlehem, is full of meaning to the fifteen thousand Western teachers who are trying to instruct the young in the way of truth—not divine truth, but ordinary, every-day truth; and the divinest truth of all is every-day, homespun, practical, plain truth. Celebrate Christmas! Let your face shine like a star in the dark night of this world's bitter experiences.

* * *

The Study of Institutes. How to conduct an institute so as to best subserve the interests of the public is a serious question. It is easier to propound than to answer. The Superintendents of this State have given the matter intelligent study. Result—the same old lines. If one year a Superintendent tries a brilliant array of lectures, the next year he will try talks and discussions on the part of the teachers. The next year he will try lectures again, and so on. The best institute

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Subscription, \$1.50 a year. Single copies, 15 cents. See our special combination offer. It will meet your wants. Remit by check, post-office order, Wells Fargo & Co., or by stamps.

ADVERTISEMENTS.—Adver-

is the one in which the teachers and lecturers talk with each other. It is an approach to the ideal of the condition under which we work. No revolution, no radical changes. It is simply doing the best possible work in view of our environment. The teachers do get mental edges on, and an uplift along the line of personality and devotion to truth that is inspiring.

* * *

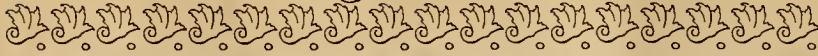
The State Teachers' Association. Do you believe in professional advancement? Then attend the State Teachers' Association at Oakland. There ought to be two thousand teachers present. It should be the greatest meeting in the history of the Association. It is reported that the San Francisco and Oakland teachers are going to capture the meeting and pass resolutions in favor of pensioning teachers. If the San Francisco teachers should not attend, and a strong resolution should be passed against a pension law, it would retard the work that San Francisco has done for years. But San Francisco teachers are awake, and will see that their interests are protected.

The Southern Pacific will give a one-and-one-third rate from all points in the State. Board and room may be secured as low as one dollar a day in Oakland. It will be a great opportunity for the teachers from all parts of the State to meet, fraternize, and be edified. The program is printed elsewhere.

A teacher who speaks in a tone lower than the average will soon have followers among his pupils. Teachers should speak distinctly and with sufficient energy and volume of voice to be heard in any part of an ordinary schoolroom. Pupils of all ages imitate their teacher. Teachers are the pupils' ideals. The habits which pupils form in school usually accompany them throughout life. One correct habit firmly fixed in early life is more valuable than a score of text-book facts. Correct habits are real values. The aim of education is right conduct.—*J. N. Patrick.*

It is chiefly through books that we enjoy intercourse with superior minds, and these invaluable means of communication are within reach of all.—*Channing.*

Primary Methods.



A RAINY-DAY LESSON IN THE SCHOOLYARD.

BY FRANK OLIVER PAYNE, FROM "NATURE STUDY."

A RAINY day is always more or less difficult to get through with. This difficulty is equally hard upon the teacher and the pupil. There is something in the atmosphere that renders all such days oppressive. The opening exercises drag; the first class fails; the teacher scolds; the other classes go badly; they are kept in at recess; and so on, until the close of school. Then the pupils go home, thinking how hateful a place school is, and what an "ugly old bear" the teacher is; and the teacher goes home with a heavy heart, thinking that her lot was not cast in pleasant places, and wishing that she were a clerk, stenographer, or nurse-maid.

But why adhere so rigidly to the program on such a day? Why not turn this very kind of a day to account, and make it a theme for instruction to the pupils and relaxation to yourself?

There is much in an ordinary shower to furnish themes for instruction in all manner of lines of thought.

If the weather threatens rain, bring out the fact in some way. The following is suggested:

Before the Rain.

What makes it so dark in the schoolroom? Why have clouds come between us and the sun? What kind of clouds are they? Rain-clouds. Do we always have clouds before a rain? Let us go out and look at the clouds. What color are they? Why do they move about so fast? Why does the air feel so damp? In what direction is the wind blowing? What do we call such a wind? A north wind comes from the north. Winds are named from the place whence they come.

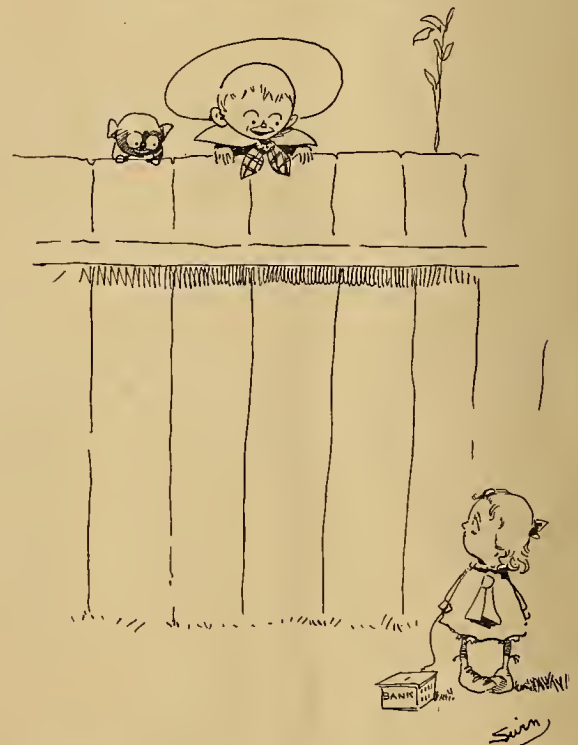
During the Rain.

Children, see how the rain is falling. Why are people holding their umbrellas in that slanting way? Why does the rain come in such a slanting direction? How does the water get so high up in the air? In what form is it before it falls? Vapor, like steam from the kettle. Did you ever see a cloud in the house (steam)? How did it look? When did you see it? Why does the water change into steam in the kettle? Why does water change to vapor outdoors? Do I have to heat water to make it change to steam? Let us put some water here in this dish and leave it until to-morrow. What is the rain doing to the ground? Where does the water go after it falls on the ground? What becomes of that which soaks into the earth? Will we ever see it again? When? What becomes of the water that runs off on the ground? Why does it run toward the gutter, Mary? Dwell upon slopes. When it gets to the gutter, why does it not stop running, Charlie? Where, then, does it go, Emma? Why

does it flow that way? Push these questions until no one knows where the water goes, and then appoint some pupil to find out. Thus, for example, you may find that the water runs in little rills to the gutter because the land slopes that way; thence to another ditch; thence to a river or pond. Do not trace it more than a mile, and with little children a half-mile is enough. Lead them to see that it goes on and on. Teach them that there is something beyond; so will their minds, beginning with the little rills, open out toward the rivers and sea. The gentle slopes (plains) and steep slopes (hills) are easily taught in this manner.

After the Shower.

Now, children, we will try to see what the rain did to the ground. See where the little drops fell here under the eaves of the house. What do you see here? Why do these hollows come here? What has it left behind? Let us find where the water ran away from the house. Who can find the place? What makes you think this is the place where the water ran? Yes, it has left a little channel in the ground. The little stream that ran away from the side of the house did some work, didn't it? Every little stream has its work to do.

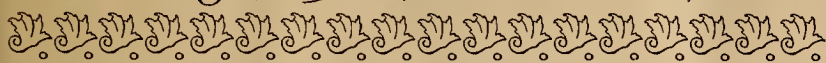


FROM "THE LITTLE BOY WHO LIVED ON THE HILL."

Customer—"Let me have a steak, rare." *Æsthetic* waiter (calling)—"One June day steak."—*Exchange*.

"It is a wise rule to take the world as we find it; not always to leave it so."

Grammar Grade and High School Methods.



GROUND MAPS, OR EARTH MODELING.
FOR ALL GRADES.

BY J. D. ELDER, SHINGLE SPRINGS, CAL.

THE true end to be kept in view in teaching geography is the bringing of the child into a living consciousness with his environment as regards the globe on which he lives, moves and has his being.

Knowledge is acquired, primarily, through sense-perception; memory, judgment, and reason being built upon this foundation.

What the child sees and feels under the glowing stimulus of his aroused attention and awakened self-activities he remembers, forms into mental concepts, judgments, and reasons. Recognizing this principle, our modern teachers of geography have adopted various methods and devices, a prominent one of which is sand-modeling.

In country schools not provided with side-rooms and sand-tables, and where many grades are taught, sand-modeling is more or less impracticable. But, in my opinion, the country school, with its ample playground, affords a better opportunity for this class of work than the crowded city school, with its few shovelfuls of shifting sand.

While teaching a country school in San Joaquin county last year, I had my pupils to construct a ground-map, or model, of California in the school-yard. I explained my plan to them, and told them the whole school might take part. I let two pupils choose sides, and had the divisions take opposite sides of the yard.

I told them they must regard the points of the compass and have the rivers, lakes, mountains, etc., in their proper places; that, to represent the snow-capped mountains, ashes and chalk-dust might be used; that after they got it finished they might play that they were living in different parts of the State—have miniature playhouses from Shasta to San Diego, each living at some county seat and properly developing its surroundings. Some might have mines or stock ranges in the foot-hills; others, orchards, vineyards, grain-fields or orange groves in suitable portions of the State; while others might play building railroads. They became enthusiastic and could not wait till next day, when they were to bring tools, but went to work the next recess, digging with sticks and pulling grass with their hands. Too many of the girls wanted to live at Santa Cruz and Monterey, and I had to persuade them, for the good of the country, to scatter out.

A great deal of rivalry was stirred up. It took but little faith to induce them to remove mountains, if

they discovered they had located the upheavals in the wrong place. The Sierra loomed up in good shape. Mt. Shasta, Mt. Whitney, and Mt. Tyndall, with their white caps of ashes and chalk-dust, produced quite a scenic effect.

At the source of Merced river they gouged out a place and dignified it with the name of Yosemite Valley. They used little blocks of wood to represent the houses in cities.

I had many questions referred to me, such as, "Which way do the streets run in San Francisco?" "Where does Golden Gate Park belong?" "Is this the right place for the Cliff House?"—many questions that would never have occurred over books or sand-tables. Besides this, they did the work during their play time, and really thought they were playing.

After a rain they would go out to see if water was in San Francisco bay. If so, the small boys would soon be floating blocks and calling them boats. It delighted them to see water actually running in San Joaquin and Sacramento rivers.

Space forbids my mentioning other interesting features brought out; but every child in school learned something of the geography of California, and had at the same time the benefit of considerable physical training and outdoor exercise.

For a ground map of California I would suggest a scale of ten miles to one foot. However, this will be determined by the available space and the size of the school. It is well to use a pocket compass and to appoint a "Surveyor-General." Other details will suggest themselves.

Christmas Bells.

(TUNE: "HOLD THE FORT.")

Loud the Christmas bells are ringing,
And the drifting snow
Lays in wreaths of pearly whiteness,
O'er the world below.

Chorus.—Heard ye not the wondrous story,
Told of One on High?
One whose coming, one whose glory
Nevermore shall die.

Far away in Bethlehem watching
O'er a manger low,
Angels chanted sweet the tidings,
In the "Long ago."—*Cho.*

"Peace on earth," the hills re-echoed,
To the glad refrain;
And the Christmas bells, loud-pealing,
Breathe the words again.—*Cho.*

Christmas brings a flood of gladness,
So rejoice who may,
In His love, whose birth hath given
This glad Christmas day.—*Cho.*

✠ Christmas Season ✠

Hark! throughout Christendom joy bells are ringing;
From mountain and valley, o'er land and o'er sea,
Echoes of ages from far Galilee;

Christmas is here,
Merry old Christmas,

Gift-bearing, heart-reaching, joy-bringing Christmas,
Day of grand memories, king or the year.

—Herrick.

Soon, over half the earth,
In every temple crowds shall kneel again
To celebrate his birth
Who brought the message of good-will to men;
And bursts of joyous song.
Shall shake the roof above the prostrate throng.

—Bryant.

Like charms to lull the dying year,
The Christmas bells are pealing;
And hark! once more from yonder sky
The angels' song is stealing.
For eighteen hundred years and more
That strain of peace and glory
Has come to glad the hearts of men,
To tell the Blessed Story!

—W. Chatterton Dix.

I heard the bells on Christmas-day
Their old familiar carols play,
And wild and sweet
The words repeat
Of peace on earth, good-will to men!
And thought how, as the day had come,
And belfries of all Christendom
Had rolled along
The unbroken song
Of peace on earth, good-will to men!
Till ringing, singing on its way,
The world revolved from night to day,
A voice, a chime,
A chant sublime,
Of peace on earth, good-will to men!
But in despair I bowed my head,—
"There is no peace on earth," I said,
For hate is strong,
And mocks the song
Of peace on earth, good-will to men!
Then peal'd the bells more loud and deep,
"God is not dead, nor doth he sleep!
The wrong shall fail,
The right prevail,
With peace on earth, good-will to men!"

—Longfellow.

CHRISTMAS DECORATIONS.

ONE of the prime essentials to the success of all Christmas entertainments is the matter of decorations. Many of the most pleasing effects produced by the decorative taste of those who arrange these entertainments are inexpensive, and involve only a little patience, and more or less time. Among the most effective and inexpensive decorations are those mentioned in the following paragraphs:—

Candles.—Although the bright effects produced by candles are pretty, and the candle itself is cheap, it is best to dispense with them, as they are more or less dangerous; and lamps with strong reflectors produce as bright an effect and are much safer. Never use a candle except with the tin holder, and exercise the utmost care when using them upon trees, etc., to avoid fire.

Lights.—The incandescent electric light is not only the safest, but by far the most beautiful. Calcium



CHRISTMAS EVE

STRAIGHT THRO' A FOLD OF PURPLE MIST
THE SUN GOES DOWN—A CRIMSON WHEEL—
AND LIKE AN OPAL BURNS THE SEA
THAT ONCE WAS COLD AS STEEL.

WITH DOPD OF PURPLE, GOLD AND RED,
THEY WILT COME BACK AT MORROW'S DAWN.....
BUT THEY CAN'T NEVER BRING, O SUN,
THE CHRISTMAS THAT IS GONE!

ELLA HIGGINSON.

lights, headlights, or even ordinary kerosene-lamps with bright reflectors, are capable of producing very brilliant effects.

Tissue-Paper Lanterns.—The cheap Chinese lanterns, oblong or globe-shaped, are very pretty; but a home-made tissue-paper lantern, made after the same pattern, answers very well where money is scarce and time no object.

Popcorn Strings.—Though this idea is old, the popcorn string is about as effective and available as any decoration yet devised, especially for trees, arbors, umbrellas, and ships. It can also be effectively used upon the chandelier and organ.

Paper Chains.—These inexpensive decorations are very pretty, and can be easily and quickly made. Cut the paper in strips to suit the use to which you are to put the chains, say half an inch wide and four inches long. Paste the ends of each piece together, looping them through each other, each circle forming a link in the chain. By the use of different colored paper, very pretty variety is given to the chain.

Paper Candy.—By the use of a pasteboard roll covered with white paper, and a narrow strip of red paper twisted around it in corkscrew fashion, an imitation of a mammoth stick of candy is made. These are very showy decorations for trees, and can also be used in place of bags or boxes for candy and nuts.

Mottoes.—These are always effective in decorating a room, but cannot be used on trees or by Santa Claus. Mottoes can be made by cutting letters out of pasteboard, and covering them with evergreen, colored paper, cotton-batting, or "frost." These letters may be fastened to the wall, suspended from the ceiling, pasted upon a cardboard background, etc. Other mottoes are made by cutting letters out of cardboard, pasting colored paper over the openings, and setting bright lights behind, giving an illuminated effect. Mottoes made of gas-pipe, perforated so as to make letters of flame, are very beautiful, but rather expensive, and available only in cities having gas.

Gold Moss.—This material is used very extensively for tree, arbor, and umbrella decoration, and is pretty.

Birds.—Live canaries or mocking-birds, in small cages, are very pretty hung in trees or suspended about the room. Stuffed birds can also be perched in trees, and a white dove or a larger bird, with wings spread, can be suspended over a tree with very pretty effect.

Animals.—All sorts of animals can be cut out of white paper, and make very pretty decorations. A pattern can easily be procured by cutting the animal out of some picture.

Shells.—Egg and nut shells, either painted, stained, or gilded, make very pretty decorations when arranged by a cord or wire to hang them by. Sea-shells may also be used.

Fruit.—Bright red apples, oranges and lemons, suspended on trees, arbors, etc., are very effective. Or-

anges and lemons hung from the tips of the umbrella, or from the tips of the parasol canopy in the Fairy Chariot, are very pretty.

Designs.—Stars, shoes, boots, hearts, balls, mittens, Greek crosses, crescents, bottles, jugs, pitchers, etc., are among the designs that can be cut from paper for decorative purposes, or can be used for patterns in making bags for candy, nuts, or popcorn.

Snow.—Small tufts of pure white cotton-batting make a good imitation of snow. A little of it can be used on Christmas-trees, especially at the top where the branches are light, and where it is inaccessible for gifts.

Frost.—The frost effect is best produced by the use of a thin white glue and flaked mica. While the glue is soft, scatter the mica upon it. The coarse flake is best. When placed in a very bright light, this frost effect is beautiful, being iridescent and dazzling.

Snow-storm.—If the room will admit, a very pleasing effect can be produced by hanging a ceiling-curtain so as to hide a suspended staging; and from this, white paper cut into minute pieces, may be showered upon a tree, Santa Claus, or other entertainment.

Kriss Kringle.

(SELECTED.)

CHRISTMAS is coming, lo! list the sweet jingle
Of silvery bells! they herald Kriss Kringle.
Full fleet are his steeds, they approach and are gone,
Like the wind, and will circle the earth ere the dawn.

They 'll visit the castle and lowliest spot,
Where innocence nestles, in crib or in cot;
Will prance 'neath the boughs of the gay Christmas-
tree,

Which Kriss Kringle bespangles so right royally.

Kriss Kringle, who is he? A large-hearted sprite
Whose round face is glowing with inward delight,
Who loveth the children, and chiefly whose joys
Are found in dispensing his holiday toys.

But how will he come? Quite past finding out
Are the whims of the elf, as he journeys about;
'T is supposed that on high, o'er steeple and roof,
Lies the way his steeds travel with swift-flying hoof.

That he whisks adown chimneys, spurning the door,
And carefully glides along carpet and floor,
Till the stockings are reached—they hang in a row
Just over the mantel, save baby's below.

How he chuckles and laughs, and fills to the brim
Each soft woolen garment there waiting for him!
And fancies the murmur or shout of surprise
As each pretty trifle greets wondering eyes!

Kriss Kringle's a fancy; yet cherish it still,
Ye daisy-crowned children, up-climbing the hill
Which leads to life's earnest, aye, difficult way,
Where too oft you may sigh for the faith of to-day.

THE CHRISTMAS STAR.



[The following exercise is designed for twenty small children, boys and girls together, as the teacher may choose. The girls should wear a little crown made from pasteboard, and covered with silver paper. The star should be made of gilt paper, and

should be large enough to be very effective when seen across the schoolroom. The boys will wear knee trousers, black stockings, and loose blouses; they should wear crowns also. The children should enter in two equal divisions simultaneously from each side of the stage, marching and countermarching in circles or other figures, as the teacher may arrange. They should be left in two rows, of ten each, on either side of the platform.

There should be the figure of a star, marked on the stage floor, with small circles to indicate the position of the children. The exercise begins when the first child steps forward facing the audience, repeating the first statement of the Christmas story, slowly, in a loud, clear voice. Then he passes to the rear of the stage and takes his place on the circle at the extreme point of the star. The first pupil from the other side follows with the second statement, and so on, till each pupil has found his place, when the star will be complete. Two cautions should be observed: The whole exercise should proceed briskly. Do not wait for the first child to find his place in the star before the second steps forward. Let all of the five points of the star be first defined by the children before the filling in is completed, that the audience may catch the idea, and feel a sympathetic interest in every movement. Have the children sufficiently well drilled that they will not watch their feet and hunt for the circle as they take their places. This uncertainty would completely spoil the desired effect.

As soon as the star is completed, each child gracefully raises the right hand to the star on its crown, with a suggestion of the military salute, and together they burst into the closing song, "Christmas Star."]

1. Long ago in a far-away country there were shepherds watching their flocks by night.

2. And an angel came to them, and they saw a great light shining round about them, and they were afraid.

3. And the angel said unto them: "Fear not, for I bring you good tidings of great joy."

4. "For unto you is born this day a Saviour which is Christ the Lord."

5. And the angel told them they would find the babe lying in the manger in Bethlehem.

6. And suddenly there was a multitude of angels, praising God and saying, "Glory to God in the highest, and on earth peace, good will toward men."

7. Now in the city of Jerusalem there was a great king named Herod.

8. Wise men from the East came to him and said that they had seen a strange star in the East.

9. They thought that this star was a sign that they were to have a new king over them.

10. The king was afraid when he heard this; for he was a wicked man, and feared that some one would rob him of his kingdom.

11. He knew that the people had been looking for a long time for this new king, who was to be called Christ.

12. So he called the wise men to ask them where Christ would be born.

13. And they said unto him: "In Bethlehem of Judea."

14. Then Herod asked them what time the star appeared.

15. And he sent them to Bethlehem and said, "Go and search for the young child; and when ye have found him, bring me word, that I may come and worship him."

16. Herod did n't really mean that he would worship him, you know; he only wanted to find out where he was.

17. When these men heard the king they went away and "Lo the star which they saw in the East went before them, till it came and stood over where the young child was."

18. And when they saw the star they rejoiced with exceeding great joy.

19. And when they came to the house they saw the young child with Mary, his mother, and they fell down and worshiped him and gave him gifts of gold and sweet spices.

20. And this is the story of the first Christmas, and of the first Christmas presents.

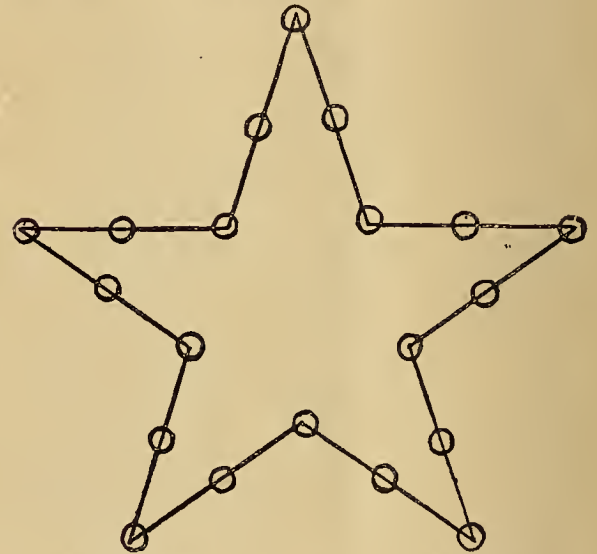


FIGURE ILLUSTRATING THE POSITION OF THE CHILDREN.

The Christmas chimes are pealing high
Beneath the solemn Christmas sky,
And blowing winds their notes prolong,
Like echoes from an angel's song;
"Good-will and peace, peace and good-will,"
Ring out the carols glad and gay,
Telling the heavenly message still,
That Christ the Child was born to-day.

—W. Chatterton Dix.

Education has had, and still has, its fads, among which may be named: Follow nature, manual training, Lancastrianism, and apperception. Nature, on account of its longevity and antiquity, is the most respectable of fads, and through the influence of Rousseau and Spencer, this fiction has become prevalent in modern educational literature.—*Chancellor Payne.*

HON. FRED M. CAMPBELL'S EULOGY ON THE
LATE SUPERINTENDENT A. J. MOULDER.

IN the prime of young and vigorous manhood he entered upon the duties of the position, well equipped by education and natural executive ability; and, inspired by a worthy ambition, and following high ideals, he wrought vigorously and faithfully during his long term, as a pioneer in furtherance of a broad and comprehensive scheme of free public education for California.

His accession to that position being but seven years after the first influx of people who were attracted by our rich gold fields, he stands conspicuously forth with the Durants, Willeys, Kelloggs, Braytons, and Swetts—towering above the mere gold-seekers as one of those who, seeing the possibilities of a great commonwealth on this Pacific Slope, bent all his splendid energies, laying, broad and deep, the only safe foundation upon which a free State may rest, viz: the widest possible opportunities for high intelligence among all the people.

His works as State Superintendent live after him, and will always remain a splendid monument to his memory. As a successor to him in that office at a later day, I bring this message here, and lay upon his bier an humble tribute of respect and of remembrance for the faithful, earnest, intelligent, disinterested official service he thus rendered the State in its highest and most important interests.

But I bear a double message and am permitted also here to speak of Mr. Moulder from sentiments of a closer and tenderer nature—to speak as one whose privilege it was for more than a third of a century to greet him as friend, and to be received and acknowledged as such by him, as one who knew him well and loved him much, and to whom the announcement of his death came with the shock of a personal bereavement.

Brave always in the conscious rectitude of his purposes, his manner of maintaining his position and his convictions was invariably tempered by a kindly and courteous consideration for the feelings of others. His gentle tones were the reflex of the purity of his thought and the tenderness of his heart. His courtly dignity of bearing was harmoniously blended with sympathetic affability of manner and address—his earnestness seasoned with the modesty of true scholarship; in short, Andrew J. Moulder was a model of what a true gentleman is—what a true gentleman should be. As such he has left an example most valuable in these days of vulgar self-assertion, of aggressive self-conscious young America.

“His life was gentle; and the elements
So mixed in him that Nature might stand up
And say to all the world, ‘This was a man!’”

Having given the service of his young manhood to the cause of public instruction in California; having devoted to the same cause in this city the energy, experience, and ripened judgment of his mature years,

fitting it was that when in the fullness of years, he was called to his final reward, the message should find him ministering at the altar in that grand and beautiful temple, in the planning and building of which he bore so large a part.

Brave heart, dear friend, good citizen, faithful, ripe scholar, true gentleman, farewell!

“There's rosemary—that's for remembrance;
And there is pansies—that's for thought.”

A Decision on the Exclusion of Negro and Chinese Pupils.

Under the Code of California providing that “every school unless otherwise provided by law, must be open for the admission of all children between six and twenty-one years of age, residing in the district,” etc., held that colored and Chinese children have equal rights with white children to admission to any public school, and cannot be refused admission to the same school with white children though separate schools have been established for each race. (*Wysinger vs. Crookshank*, Cal. S. C., Sept. 3, 1895, and *Tape vs. Hurley*, Cal. S. C., Sept. 3, 1895.)

Successful teaching in its early stages requires that the pupils shall be kept on one single line of ideas until that line has been well established.—*Hinsdale*.

We touch the people's pockets. Let us touch their hearts and minds. If we would educate public opinion, we must have opinions.—*State Supt. Skinner, N. Y.*

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Holiday Goods*
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Consideration of a Course of Study.

[Professor Elmer E. Brown, chairman of the committee of the State Teachers' Association having the matter of a course of study in charge, has been working along effective and intelligent lines. A number of county institutes have given the subject serious consideration. At Stockton George Goodell, the efficient County Superintendent, was chairman of the committee, and the report as adopted by the institute is printed herewith in full.—EDDORR.]

"No. 1. Of the four great branches enumerated by the Committee of Ten, viz: Language (including reading, writing, language lessons, and grammar), mathematics (including number work, arithmetic, etc.), history (including literature and history proper), and natural science, should all be studied in each of the elementary grades?"

Your committee would answer affirmatively, with the stipulations following:

History.—That history for the first three years should be of a purely story or narrative form, developed by the teacher from literary treatments of primitive life, such as "Hiawatha," "Seven Little Sisters," etc.

That the history study for the fourth, fifth, and sixth grades should be biographical in its nature, as opposed to the chronological.

Science.—That natural science for the first two years should draw its subject material strictly from the child's environment, chiefly in the field of biology, and that the data so acquired by the child shall be wholly the result of his direct observation.

That the natural science for the third, fourth, and fifth years should be characterized by a method of teaching similar to that of the first two grades, except that a portion of the data acquired may be foreign to the pupil's sense environment and secured through correlated reading.

That the science of the seventh and eighth grades should still deal largely with the objects in hand, and with experiments, as opposed to an overuse of the book.

That the lessons in hygiene throughout should be exceedingly simple in their nature, having a sparing reference to the book, and involving experiment wherever feasible, and that the sole aim for such teaching shall be to lead the pupil to an intelligent care of his body.

Mathematics.—That the beginning of the formal number work be postponed until the second year, or until the last term of the first year. Your committee otherwise concurs in the treatment of mathematics in the report of the Committee of Fifteen, and especially indorses the abridgement of the purely arithmetical course and the elimination of the out-of-date "conundrum" arithmetic, so-called.

Language.—That the reading and language lessons of the first year should be wholly the outgrowth of the other studies pursued in the grade, as opposed to the irrelevant matter of primers or readers.

That the reading and language lessons in the succeeding grades should likewise correlate with the other studies pursued. That while a moderate use of the reader may be made, material of a

more purely scientific and literary nature should be availed of as far as possible.

That the study of formal grammar be restricted to the ordinary errors in syntax, punctuation, and capitalization below the sixth year; and in the sixth, seventh, and eighth to the parts of speech and the structure of the sentence; and that the severer study of grammar be left, as an option, to the secondary school.

That formal spelling exercises be restricted to lists of words habitually misspelled in the daily work.

That due attention be given to phonics in the first three grades.

That in the studies of science, history, and arithmetic, as set forth above, the mode of studies shall not be verbal alone, but that all three shall involve drawing of such nature as is best adapted to illustrate the study in hand.

"No. 2. If any are to be omitted in any of the grades, what and in what grades?"

Your committee recommends no omissions nor abridgments other than are above set forth.

"No. 3. If all should be pursued, what proportion of time shall be given in each grade to each of the four branches?"

Your committee concurs in the main with the tabulated apportionment of time given in the report of the Committee of Fifteen. The points of difference are set forth in the annexed table. It is believed that the latter affords an apportionment more universally applicable, both in graded and ungraded schools, than does the schedule of the Committee of Fifteen.

It will be seen that instead of carrying certain studies throughout the year, and thus cutting the daily program into a large number of short periods devoted to a wide range of subjects, these studies are concentrated within certain periods of the year which do not overlap. Thus teacher and pupils lend their energies to a narrower and deeper field of study in any one day's work. It will be further seen that this arrangement is not antagonistic to the correlation of studies, but rather favors it. A day's work is grouped around the so-called "morning lesson." This morning lesson, for one portion of the year, is derived from science, including hygiene; for another, from biography, and for a third, from geography. It should be conversational in its nature, and as far as possible the material study should be in the pupils' hands. Out of the morning lesson should grow as much of the reading and language as possible. The table further alters the time apportionment by giving ten reading lessons to the third year, and five writing lessons to each of the first four years; five, also, to the remaining four; but the lesson is here based on business forms. The language work for the first year is specified as oral. The spelling (always limited to selected lists) is extended to

the ninth grade inclusive, four lessons per week in the latter three grades, including word analysis.

Your committee favors the plan of teaching arithmetic in the seventh and eighth grades by an algebraic method, following it with a year of pure algebra in the ninth.

In geography, they would postpone the text-book until the beginning of the fifth year.

"No. 4. Can any one study be designated in each of the grades which should be regarded as the chief study of that grade?"

Your committee would answer by classifying science and history as subjects of study, and mathematics, language, and drawing as modes of studying subjects, regarding both subjects and modes as indispensable at every stage of the elementary course. It is submitted that drawing, as a mode of language, is a necessary adjunct of all the other work; and that intentional geometry should enter, having a close relation to drawing on the one hand and arithmetic on the other.

"No. 5. Should any one of the four great branches receive a notable increase of attention over that which it now receives in the practice of the schools?"

It is believed that an increase of time should be given to history (including literature) and to science, and less to arithmetic and formal language studies.

"No. 6. How far and in what way should the natural tastes and aptitudes of the children be taken into account in determining the work of any given grade?"

Your committee believes that the tastes and aptitudes of children in general, as distinct from those of adults, should be a constant modifier of the material and method of study in the elementary school—far more so than is at present the case. They believe that the tastes and aptitudes of one individual child, as contrasted with those of another, should affect the teacher's method, but not the subject material of study. They believe that the studies pursued in the elementary school should deal in the material needed in the building of our future citizens, irrespective of class or calling. They believe that the teacher should have this motive constantly at heart in every lesson.

"No. 7. How far and in what way should the work be determined by the prospective life-work of the children?"

Your committee submit that the elementary school cannot presume upon the prospective life-work of the child, but only on his prospective manhood and citizenship. They believe that to take any measure toward casting his life and usefulness within set limits would be a crime against the individual and the State. And as for affording him opportunity for the special exercise of special aptitudes, to this the elementary school has a prior mission.

Respectfully submitted.

(Signed) GEORGE GOODELL,
M. C. DOW,
BERTHA UMLAUF,
WALTER J. KENYON,
WILLIS LYNCH.

A MODEL PROGRAM.

ADAPTED AND ARRANGED BY THE SAN JOAQUIN COUNTY INSTITUTE.

The following is a suggestive weekly program for a nine-year course of study. (The figures represent the number of lessons per week in each study.)

BRANCHES.	1st G.	2d G.	3d G.	4th G.	5th G.	6th G.	7th G.	8th G.	9th G.
Reading, including Literature . . .	10	10	10	5	5	5	5	5	5
Language, including Grammar,	Daily oral.	Daily oral lessons—composition work at least twice a wk.			5	5	3	3	5
Arithmetic	Incdntl.	5	5	5	5	5	5	5	...
Writing	5	5	5	5	...	...	...	...	...
Business Forms and Bookkeeping	...	...	...	...	5	5	5	5	...
Spelling	Selected lists.				4	4	4	4 lessons a week including analysis of words.	
Geography	Daily morning lesson for 1-5 length of term.*				4	4	3	3	...
United States History . . . . .	...	...	...	...	...	...	5	5	...
Civil Government . . . . .	...	...	...	...	...	Incidental lessons, with history.		2	...
Algebra . . . . .	...	...	...	...	...	...	...	5	...
Ancient, Gen'l, or English Hist'y	...	...	...	...	...	...	...	3	...
Biography	Daily morning lesson for 1-5 length of term.*				2-5	...	...	...	...
Hygiene	Daily morning lesson for 1-5 length of term.*				...	...	...	...	...
Physiology, or Physics . . . . .	...	...	...	...	...	...	...	5	...
Natural Science	Daily morning lesson for 1-5 length of term.*				...	...	...	...	...
Drawing	One hour a week instruction. One hour a week additional as busy work.				...	...	...	...	...
Music	At least ten minutes daily				...	...	...	...	...
Manners and Morals	By example and precept				...	...	...	...	...

* Oral, followed by written reproduction.

Gathering of State Educators.

The program of the twenty-ninth annual convention of the California State Teachers' Association, which is to be held in Oakland during the first week in January, is out. It is as follows:

Thursday morning, January 2, 1896, at High School building—Council of Education.

9:30 A. M.—Organization.

9:45 A. M.—Course of Study—Superintendent J. W. Linscott, Santa Cruz.

High School Certificates—Professor Fernando Sanford, Palo Alto.

Review of report of Committee of Fifteen—Professor George H. Howison, Berkeley.

Thursday afternoon, at Congregational Church:

2 P. M.—President's address, Earl Barnes, Palo Alto.

Some remarks on the Professional Course—Professor Wayne P. Smith, San Jose.

"The Poet as a Pilgrim"—Elizabeth A. Packard, Oakland.

"The New Psychological and Its Pedagogical Significance"—Professor F. B. Dresslar, Los Angeles.

Thursday evening—Entertainment of members of the Association by the teachers of Alameda county.

Friday morning, January 3d, at High School—Committee on Manual Training.

9 A. M.—"What Has Been Done in California in Elementary, Secondary, and Special Schools"—Professor Walter J. Kenyon, Stockton.

"Recommendations of Courses Desir-

able and Feasible for Elementary Schools"—James A. Addicott, San Jose.

"Character of Teacher Training Demanded for this Work"—President Charles H. Keys, Pasadena.

Specimens of work from the Manual Training Schools of California will be on exhibition January 3d and 4th.

Friday afternoon, at Congregational Church:

1 P. M.—Election of officers; choice of next meeting-place.

1:30 P. M.—"Some Thoughts on School Supervision"—Superintendent T. T. Kirk, Fresno.

"Ethics in Education"—Professor P. W. Search, Los Angeles.

Friday evening—Address, "The Evolution of Education," Professor Joseph Le Conte, Berkeley.

Saturday morning, at High School—Committee on School Hygiene.

9 A. M.—"Hygiene in Education"—Professor T. D. Wood, Palo Alto.

"Sanitary Construction of School Buildings"—Superintendent J. W. McClymonds, Oakland.

"Hygienic Improvements Within Reach of Us All"—Lucy M. Washburn, San Jose.

"Physical Training for Girls"—Carrie B. Palmer, Oakland.

Adjournment.

Other features of the session will be an address by David S. Jordan of Stanford on Wednesday evening, January 1st.

The Alumni Association of the San Jose Normal School will hold a New

Year reception from 3 to 5 p. m. on January 1st at its headquarters at the Crellin Hotel, to which all teachers and their friends are invited.

On the evening of the 1st a joint reunion of the Chico, Los Angeles, and San Jose State Normal Schools will be held. Graduates of other State Normal schools will be welcomed.

Teachers throughout the State desiring to attend are given notice that the railroad will grant one-third return rates.

Superintendent E. W. Davis, of Sonoma, is one of our progressive and wide-awake Superintendents. He has the interests of the children thoroughly at heart, and his schools rank among the highest in the State. Mr. Davis is a graduate of the State University, and has long been identified with the educational interests, not only of Sonoma county, but of the State. He was at one time a member of the State Board of Education, and some twelve years ago occupied the position which he is now holding. It always gives us pleasure to bring to the notice of the public such able men.

It is to be inferred from biological truths that the eventual mixture of the allied varieties of the Aryan race will produce a more powerful type of man than has hitherto existed,—a type more plastic, more adaptable, and more capable of understanding the modification needful for complete social life; and that whatever tribulations they may have to pass through, the Americans may reasonably look forward to a time when they will have produced a civilization grander than any the world has known.—*Spencer*.

"No one thing will contribute more to intelligent reading than a well-selected school library. Let a child read and understand such stories as the friendship of Damon and Pythias, the integrity of Aristides, the fidelity of Regulus, the purity of Washington, the invincible perseverance of Franklin, and he will think differently and act differently all the remaining days of his life."

"Knowledge is proud that he has learned so much; Wisdom is humble that he knows no more."

Deafness Cannot be Cured

by local applications, as they cannot reach the diseased portion of the ear. There is only one way to cure Deafness, and that is by constitutional remedies. Deafness is caused by an inflamed condition of the mucous lining of the Eustachian Tube. When this tube gets inflamed you have a rumbling sound or imperfect hearing, and when it is entirely closed Deafness is the result, and unless the inflammation can be taken out and this tube restored to its normal condition, hearing will be destroyed forever; nine cases out of ten are caused by catarrh, which is nothing but an inflamed condition of the mucous surfaces.

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School News.

Western.

Earl Barnes speaks enthusiastically of the pedagogical work of the Los Angeles Normal School and of the work of Dr. F. B. Dresslar.

Alexander E. Frye, author of "Frye's Geography," formerly Superintendent of San Bernardino, and institute lecturer in this State, is at San Bernardino in poor health.

P. W. Search, the apostle of individualism, has started his journal, called "The Advance in Education." He also conducted the Inyo county institute in November.

Principal F. L. Burk won his suit for salary against County Superintendent Davis, of Sonoma, who raised the question of the legality of the existence of the high school.

The Superior Court of San Bernardino county decided, in a recent decision, that Miss Margaret Mogeau, the County Superintendent, was not entitled to \$5 per day as secretary of the County Board of Education.

The Grand Jury indicted Superintendent A. Harrell, of Kern county, for drawing \$1500 worth of warrants illegally. It is stated, however, that the whole matter is a mere technicality, and that politics enters into the charge.

Professor Dudley C. Stone, who was killed by the Oakland street-cars, was a popular teacher and author of textbooks, and the writer of the key to the State Arithmetic published by the Whitaker & Ray Company.

The Colusa county institute was held during November, with Mr. Coffey as the conductor; also, the Yolo county institute, with Mr. Coffey as conductor. At both places he was ably assisted by talent from the Chico Normal School.

C. S. Smythe, who was the Democratic nominee for Superintendent of Public Instruction, has accepted a position in the Custom-house at San Francisco. It is under Civil Service rules, so his friends will be delighted to know that he has practically a life tenure.

Institutes for December will be held as follows: Stanislaus, 4th-6th; Tulare, 16th-18th; Tehama, 16th-18th; Butte, 16th-18th. San Diego, Orange, and San Bernardino institutes will be held in March. Madera county will hold its institute February 18, 1896.

The Placer county institute met November 4th, 5th, 6th, and 7th at Auburn. Instructors: Professor E. H. Griggs, Miss Darrah, Mrs. E. B. Purnell, Miss Stella Ames, and Harr Wagner. P. W. Smith, the County Superintendent, is thoroughly in earnest, and is a practical educator, who is not afraid of his ideas,

nor those of other people. He has an interesting body of teachers, who took an active part in the work of the institute.

Principal R. F. Pennell, of Chico, has prepared a particularly fine program for the midwinter graduating exercises for the Normal. He has a new and novel feature in the Chico Normal, in that he maintains a model training-school, based on a country district school.

Professor Earl Barnes, in discussing educational literature with his class at Stanford, took occasion to score the official journal on account of never paying out a dollar of the subsidy of \$4,800 per annum it gets from the school money of the State for contributions, but begs its articles. He might have said that, during the thirteen years it has been in existence, there is no record of any teacher ever getting paid for any article, no matter how valuable. Let us ask, in all seriousness, if it is not time to give some other journal a show.

Los Angeles city and county held their annual institute November 24th, 25th, and 27th. Superintendent James Foshay and County Superintendent Spurgeon V. Riley are doing an excellent work, and dwell together in harmony. The institute was a great educational awakening. Los Angeles will soon have the finest-equipped school buildings in the United States. Among the instructors from the North were P. M. Fisher, the editor of the Educational Journal, State Superintendent Black, who attended Sacramento and Stockton the same week, and Earl Barnes.

The El Dorado county institute was held November 20th, 21st, and 22d. Superintendent T. E. McCarty proved to be an admirable presiding officer, and he has, by outlining a definite policy and by taking an active interest in a uniform grading of the county schools, placed El Dorado in touch, educationally, with the leading counties in the State. Superintendent Linscott proved himself to be an earnest, eloquent, and effective institute man. Joaquin Miller delighted a large audience by his "Lessons Not in the Books," and Harr Wagner took an active part in the proceedings. The teachers, also, took a lively part in the work.

The Sacramento institute was held on November 25th, 26th, and 27th. Superintendent Howard and City Superintendent Erlewine arranged an excellent program. It was a live, aggressive, progressive, and uplifting institute. Howard and Erlewine are strong men and work together as though they were the lion and the lamb, instead of both being lions, educationally speaking. Professor Brown, of Berkeley, gave the teachers much to think about along the line of a course of study. Professor Coffey—or, rather, Mr. Coffey—instructed and answered, and in his talk on history captured the Sacramento teachers. Harr Wagner talked on reading and on English. The teachers impressed those present from abroad as a strong force of practical workers.

Reviews.

Some Notable School Books.

MAP-MODELING IN GEOGRAPHY AND HISTORY. By Albert E. Maltby. Illustrated. (E. L. Kellogg & Co., New York and Chicago. \$1.25.)

In the study of geography, the value of the use of different materials for the formation of models of the land forms is fully recognized. The question is as to the method. How can map-modeling be used most effectively in enlarging the pupils' knowledge of the earth? Principal Albert E. Maltby answers it in his book, entitled "Map-Modeling In Geography and History." The volume embodies the result of a long and successful experience in teaching. It will enable young teachers to take up the work and pursue it without making those mistakes that would be inevitable without some help of this kind. The work described includes modeling in sand, clay, putty, paper pulp, plaster of Paris, and other materials; also, chalk-modeling in its adaptation to purposes of illustration. The book was written by a practical teacher for practical teachers.

COLUMBIAN COMPLETE GRAMMAR. By Thomas R. Vickroy, A. M., Ph. D. (The Werner Company, Publishers.)

The "Columbian Educational Series," published by The Werner Company, aims to meet the requirements of correlation. This book belongs to the series. It is of great practical value, containing the best things both of technical grammar and of language lessons.

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THE FIRST SCHOOL YEAR.* By Katherine Beebe. (Werner Co., Chicago. 60 cents.)

There are several very interesting chapters in the book, notably festivals and holidays, plays, games, songs, science work, etc. The style of the author is clear, and her suggestions extremely practical. The book will certainly aid the teacher who is looking for practical help.

The Christmas number of the Overland appears in rather a striking cover by Pierre N. Boeringer. Among the literary features are: An illustrated article on Del Monte and Monterey, under "Well-Worn 'Trails,'" by Rounseville Wildman; "Horse Progress on the Pacific Coast," a review of the year, by Benedict, with illustrations; "Motion and Emotion in Fiction," by Rollin M. Daggett; "Banks and Banking of California," by John Finlay, illustrated from drawings by Tebbs; "Mandy," an interesting story by Ednah Robinson; "Why the City of St. Francis?" by Auguste Wey; "Two Legends of Arrowhead Mountain," by Will C. Bailey, with illustration; also several other interesting articles.

A beautifully colored picture, which is a fine reproduction of De Longpré's "Chrysanthemums," is given as a supplement with the Christmas number of Demorest's Magazine. It is a work of art. The literary features are: "The Infant Christ in Legend and Art," by Elfriede B. Gudé, with numerous illustrations; "The Atlanta Exposition," by Maude Andrews, illustrated; "Christmas Days of Long Ago," by John Swinton, John P. St. John, Mme. Janauschek, and Marshal P. Wilder; "Music in the Far East," by A. B. de Guerville, illustrated; "Hezekiah's Dilemma," a shadow play, by Polly King, with illustrations; stories and poems and articles on Society Fads, Home Art, Fashions, etc.

Earl Barnes recommends for school libraries and for teachers' reading the book, "Pre-Christian Education."

INDIVIDUAL MENTION.

Ex-Superintendent Howard, of Stanislaus, is studying law.

Ex-Superintendent Banks, of Yolo, is deputy County Clerk at Woodland.

Joaquin Miller has become a great drawing card at the institutes. He succeeds in getting patrons out to lectures of the institute.

O. F. Seavy, who served the people of Placer acceptably as County Superintendent for eight years, is now running a gold mine. It was agreeable to see Superintendent Smith extend Mr. Seavy many courtesies during the institute.

R. T. Taylor, principal of the Alturas schools says: "I have found the WESTERN JOURNAL OF EDUCATION very useful in my work."

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importing that those papers contained intelligence from the four quarters of the globe, and from the practice is derived the term newspaper.—*Ex.*

The state official educational organ in its December issue has a picture for its frontispiece of a Christmas scene, with a woman in it wearing a dress with small sleeves and a mammoth bustle. Evidently our esteemed contemporary is not *fin de siècle* in art. The picture is horribly out of date, and will have a bad influence on the taste of school-teachers in matters of dress. The State Board should investigate Mr. Fisher's art production.

I have before me a letter from a Parisian friend, a gentleman of some literary note in his own country, who informs me that he is learning English by the aid of a small text-book and a dictionary, without any other instructor; and he adds, "In small time I can learn so many English as I think I will come at the America and go on the scaffold to lecture."—*Ex.*

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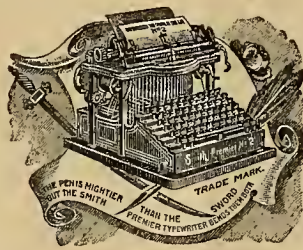
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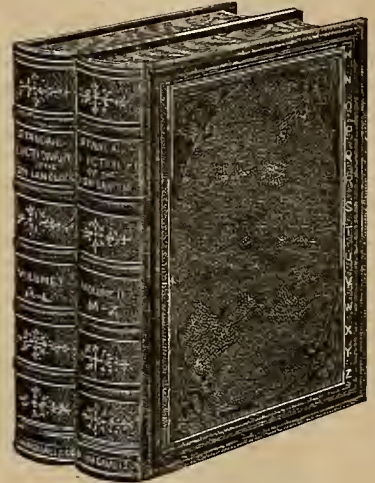
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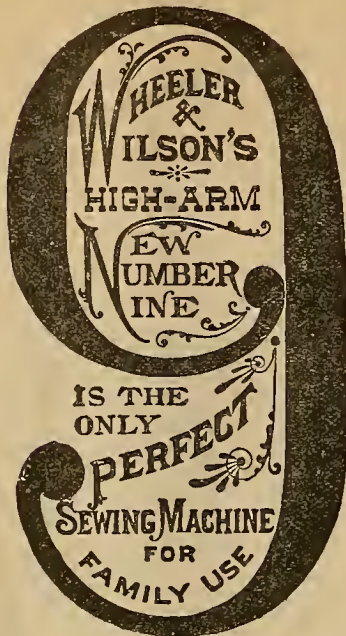
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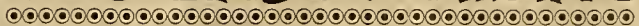
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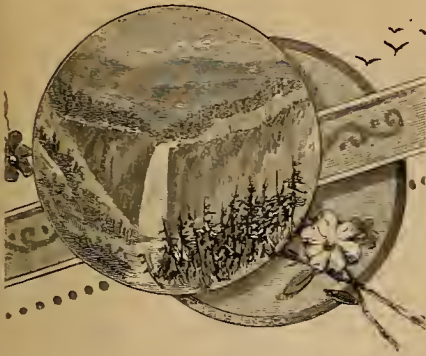
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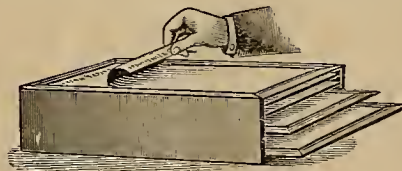
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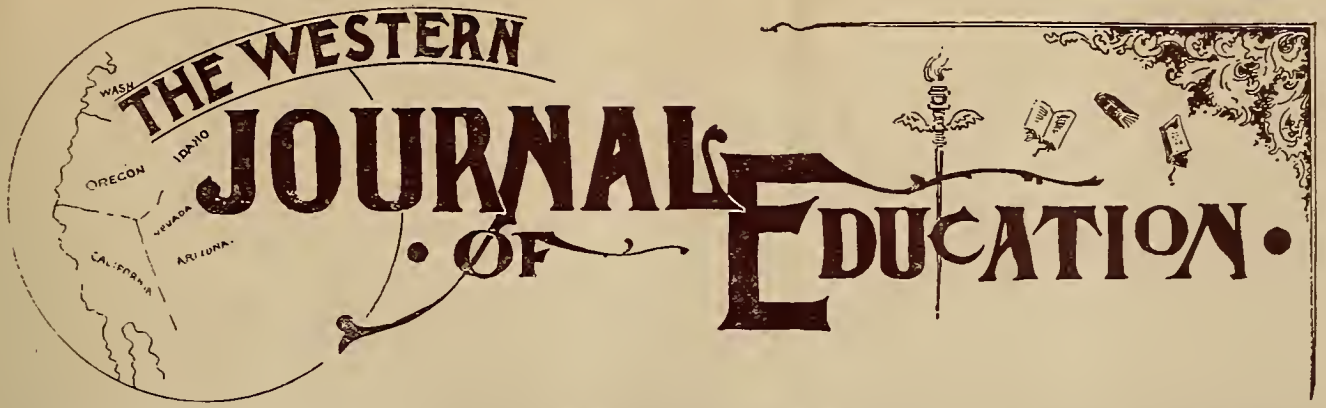
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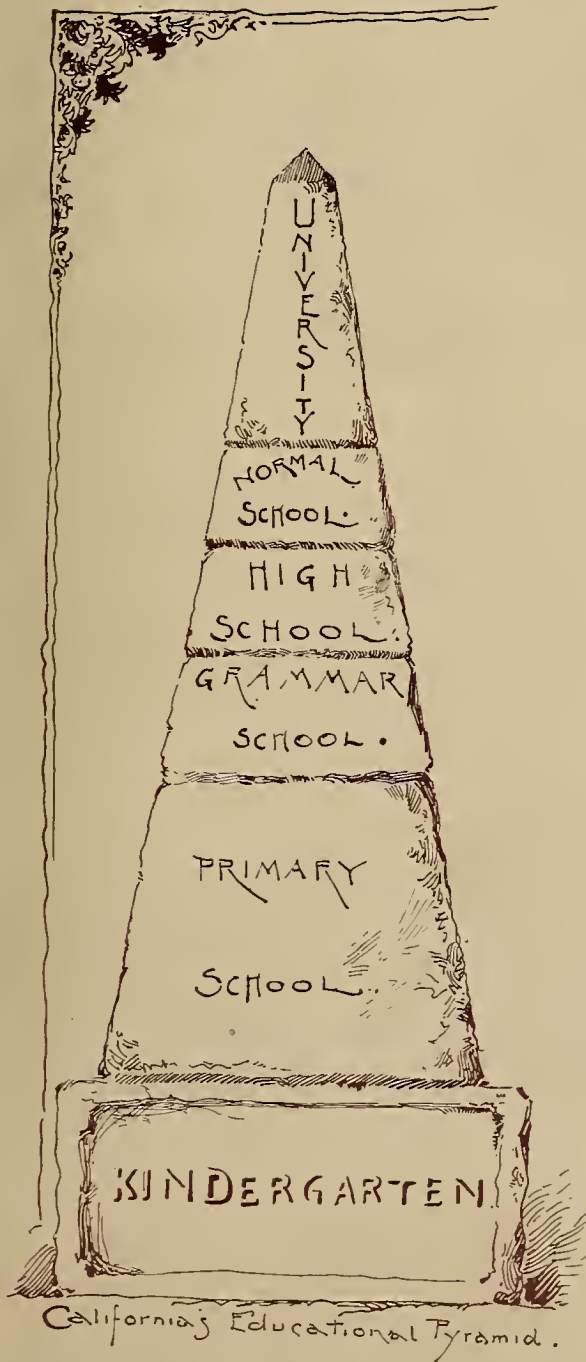
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OLD SERIES.—GOLDEN ERA, VOL. XLIII.

SAN FRANCISCO, JANUARY 1, 1896.

NUMBER 8.
ESTABLISHED 1852.



THE STATE TEACHERS' ASSOCIATION



The meeting at Oakland touched every point on California's educational pyramid. It moved the teachers several spaces nearer the top of the spiral of progress. It was great. The Educational Council has demonstrated its right to existence.



The speakers showed that they held fast to the good in the old, and advocated the new, in education. Pedagogy was learned from the speeches, and in the hotel corridors, at the table, not from books.



The university professors, the normal school people, the high school, primary and grammar grade teachers met on a common plane, in a common cause. It was good.

HARR WAGNER.



Washington at Monmouth.



Beethoven and His Friends.

THE WESTERN JOURNAL OF EDUCATION.

NEW SERIES.—VOLUME I.
OLD SERIES.—GOLDEN ERA, VOL. XLIII.

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The Teacher of English. PROFESSOR GAYLEY, of the State University, in his impetuous manner, hurled at the heads of high-school and grammar-grade teachers the crescent-shaped sentence: "The students are sent to the University from the public schools unprepared to do the work required in English." Inasmuch as a large number of the teachers of English in our high schools were trained by Professor Gayley and the University, the charge is a crescent, or a boomerang, that returns with considerable force and strikes unexpectedly. There are forty little graduates, in forty little towns, with forty little essays every year. They know the rules of punctuation and capitalization; they know the rules of grammar; they have a perilous facility for colorless expression—words, words, words. They do not have the color or the atmosphere of literature; they are unconscious of the vitality of words. Result: Colorless expression. We agree with Professor Gayley; but we go further, and say that the improvement of English in the high schools must come through the graduates

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of the universities. These graduates must not only be trained in Chaucer, but in how to teach English, and the greatest professional training a student can have is the living example of great teachers.

* * *

The New E. W. SCRIPTURE, of Yale, in his book, *Psychology. "Thinking, Feeling, Doing,"* utters a strong protest against arm-chair philosophers. He is aggressive against the men, the eternal yesterdays of pedagogy, who say a thing is true because they think so—who imitate the philosopher, when his student said to him: "I saw a spot on the sun." "Nonsense!" said the wise man. "Aristotle does not mention the spot; it is either in the telescope or in your eye." The day is past when the genius, with a new light in education, can be knocked out by having Herbart hurled at his head. Professor G. H. Howison, who took such an active part in the Oakland meeting, after years of introspection, has wisely come out actively for the scientific investigation of mental phenomena. F. B. Dresslar, of the Los Angeles Normal, is young and somewhat inexperienced, but an earnest advocate of the new psychology. It has taken a greater hold here in California than anywhere in the United States. Nowhere will you find two such men as Brown and Barnes, who have taken a strong hold on the formative power of our public-school education. Then hail the new psychology of mental phenomena, and reverently respect the good in the old!

* * *

Not Desire, but Duty. THE strongest sentence, the most impressive, the most eloquently spoken, the most effective, the one that ought to be written on the consciousness of the teachers from the kindergarten to the university, is the one uttered by Professor Gayley in the heat of debate, in the Oakland meeting: "Not desire, but duty, is what should be taught in the republic." The scheme of education which is based on the kindergarten idea of games will not prove faultless. Men and women must be trained to toil; to toil as Christ, the carpenter, toiled—to toil incessantly. And as a certain educator sagely said: "There should

be some time in the school-day when a child would have an opportunity to study." There should be study of attention, and less of Herbartian platitudes in interest.

* * *

Some Practical Nature Study. This season of the year is rich in material for nature study. In the sections of the State where the season is appropriate, the most practical, the most useful, from a material and educational standpoint, is to ornament your school-ground by planting trees and shrubbery. It gives the pupil an interest, because the results are such that appeal to him, and a conscious effort is always better than an unconscious one. It embraces Herbart's law of interest and Gayley's urgent appeal of duty. So, teacher, as a practical lesson in nature study, plant trees.

JOAQUIN MILLER ON TEACHERS INSTITUTES.

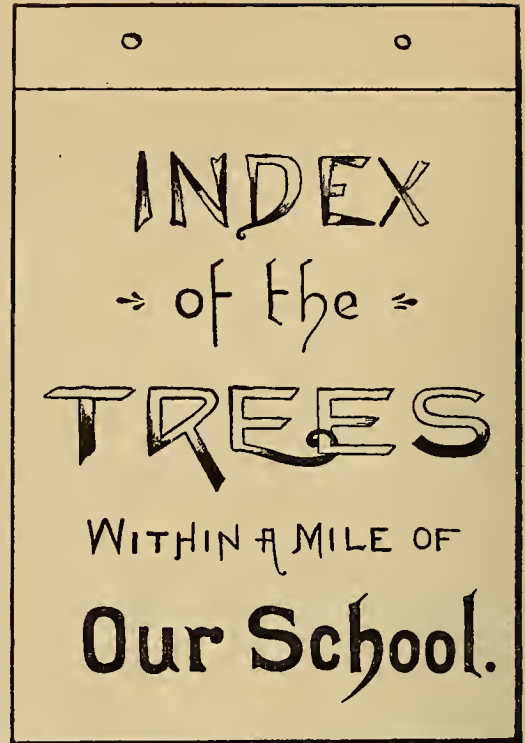
Do you know what a teachers' institute is? I doubt if you of San Francisco do; for these inspiring gatherings of the brain and beauty of the country do not flourish well amid the temptations of the tormenting metropolis. But out and away from that exciting, and, I fear, none too happy center, all the way from San Diego to Shasta, where I have been called as an old teacher to talk to young teachers, I have found more heart, soul, sense, and real refinement than I ever found in New York city or San Francisco. In San Diego there are more than 300 teachers, largely girls, in Ione less than 100, but every one alive! Even from the adjoining counties the superintendents come, and whatever may be the fate and the future of the children of the cities, those in the interior towns are safe, and you keep saying as you see these earnest and sincere teachers at their work, "God's in His heaven; all's right with the world!"

And you smile and think of this army of educators as little, apple-faced, demure maidens of the foothills who must work for bread. Gladstone's beautiful daughter did not give her brave life to the trade of school-teaching from compulsion; neither did many of the thousand of girl teachers of California, but like Gladstone's daughter, they are teachers purely for the love of doing good:

"For the right that needs assistance,
For the wrong that needs resistance,
For the glory in the distance
And the good that they can do."

Numbers of these teachers I have met at Stanford's as students when I lectured there; some from institutes of the East, but all, as a rule, are cultured, traveled, and terribly in earnest. They are better dressed than the young women of Oakland and San Francisco, and mainly because not dressed so much.

G. Stanley Hall says that in Europe education is now looked upon as larger than politics or religion, because it contains the basis of all enduring work.



HOW TO KNOW TREES.

OUTLINE FOR GRAMMAR-GRADE PUPILS.

CALIFORNIA has no regular Arbor Day; but now is a good time to talk about trees, especially the trees around the schoolhouse. It is also a good time to plant trees in and about the school-ground. "Who helps to make the world more beautiful, helps God to make it good."

San Diego county school children have planted more than 10,000 trees and shrubs during the past four years. In many counties of the State, similar work could be done with excellent results.

Austin C. Apgar, of New York, has arranged a program for the study of trees within a mile of the schoolhouse. The best region is always the immediate locality; in cities, the parks and shade-trees. The leaves should be taken and placed upon a card, and at the top of the card the following statements:

- (1) Broad, simple, alternate leaves with feather, but not straight veins, and entire margins.
- (2) Broad, simple, alternate leaves with feather, but not straight veins, and notched, but not lobed margins.
- (3) Broad, simple, alternate leaves with feather, but not straight veins, and lobed margins.
- (4) Broad, simple, alternate, straight-veined leaves.
- (5) Broad, simple, alternate, radiately veined leaves.
- (6) Broad, simple, opposite leaves.
- (7) Compound, alternate leaves.
- (8) Compound, opposite leaves.
- (9) Narrow, generally evergreen leaves.

Fixing the Specimens on the Cards.—Rather thick Bristol-board should be procured. The thickest commonly sold is what is called three-ply; this does very well, but four-ply would be better. The size common-

ly sold is 22×28 inches, and works very well for the purpose. The paper-box factories use a board which is cheaper, larger, and better, if you can procure it. It is called Caledonian pulp-board. What is called No. 40 (because forty make a bundle) is especially good for the display of anything a teacher wishes to show on cards. These boards are made as large as 29×42 inches, and would be large enough for the display of sixteen specimens on a card, instead of the nine shown on the drawings. If the usual Bristol-boards have been procured, holes, twelve inches apart, should be carefully punched about an inch from the top, the boards numbered, and the proper heading written upon them. If the full-sized pulp-board is used, the holes ought to be sixteen inches apart. First cut the paper on which the leaves are mounted to the proper form and size, and then, pasting merely the corners, fasten on the boards. The proper information as before given, should now be written in the corner of the paper.

Teachers should not attempt to make a complete collection in too short a time. It would be well if a year or two could be taken for the work, because, if



Narrow, Generally Evergreen Leaves.

properly managed, all the students in the school can be interested in the work and induced to help in its formation. The less a teacher does personally and the more he induces the pupil to do, the better.

Hanging and Display of the Boards.—At the proper distance apart, twelve or sixteen inches, as the case may be, in some convenient position for study, drive twenty wire nails. All except two, which are to hold the collection when closed, should be quite small and driven in till only about a quarter of an inch projects. This will enable the teacher to display the whole or any portion of the collection he may wish, or to close up the whole upon the two large nails when not in use.

Use of the Index.—The preparation of the "index" is of itself a use of the "index." Those who help in its formation will learn many things about trees, and have their eyes opened to many of the beauties and wonders of God's works. After its completion, many plans of lessons will occur to any teacher. (1) Have

leafy twigs brought to the school. Require each student to examine a specimen and compare it with the tabulated statement on the cover board, and decide on which of the cards it belongs. Open to the card decided upon, and see if it is there. This will force a close observation of the specimen in hand, insure an understanding of the terms used to describe leaves, and start the student in the use of those most important adjuncts to all nature works, "keys." (2) The pressed and mounted specimens contain a statement as to where the particular tree from which the leaf was taken is growing. This will enable all the pupils to examine the growing tree. Take some kind as a lesson for a week, and have each student report the number and location of all of that species he or she may have been able to find. (3) Have the pupils, when studying, as in the last, a particular kind of tree, tell about the tree as a whole—its general form, its height, the kind of trunk it has, the character of its bark, the way the branches extend from the trunk, the kind of twigs, and the kind of blossoms or fruit. (4) After the pupils have become familiar with all the trees of the neighborhood, and can call them by their names, require each to make out a complete index. The school index tells where one of each kind of tree is to be found; let the pupil's index tell just where all the rarer species are to be found, and the general distribution of all the common ones. (5) Give to each pupil the work of watching and keeping a diary concerning a particular kind of tree. He should be expected to note the time of the first bursting of the buds in spring, when the leaves are all out, the bloom, the ripening of the fruit, the first changes in the autumn, the dropping of the first leaves, when the leaves have all fallen, etc.

THE REVIEW OF THE YEAR.

ADDRESS OF EARL BARNES, PRESIDENT OF THE STATE TEACHERS' ASSOCIATION.

ONE year ago this State Teachers' Association of California was entertained in the city of Santa Cruz. Our deliberations were presided over by one of the truest teachers and most genial gentlemen that our California teaching force could boast.

To-day we are met for another three days of deliberation, and I trust the same spirit of earnest desire to learn which has characterized our former meetings may prevail here.

As an introduction to our discussions, I should like to call your attention to what seems to me to be the most important educational movements of the past year, and the most pressing problems of to-day.

Within this year we have had a general election, affecting nearly all the educational offices in the State. As a body of teachers we have cause to be glad of the results of these elections.

They have given us as official head of the State Department of Education a gentleman thoroughly acquainted with the needs of our California schools, and devoted to the problem of meeting these needs. They have added to our State Board of Education the honored President of our State University, and the head of the Department of Pedagogy in the same institution, giving to this important board increased scholarship and strength. They have given us a slight increase in the women Superintendents of our counties; and while we have lost some men and women we could ill afford to lose, we have retained Linscott, Wood, Kirk, and many of our best men. All in all, the elections have brought us increased strength and hope for the future of democracy.

The continued hard times of the past few years has, of course, been felt in our educational work; but we have suffered as little as any class in the community. Our State University has had a most prosperous year; able students have crowded her halls, and a fine class has gone out to play a strong part in the higher work of the State and the country at large. The Legislature has appropriated a large sum of money, land has been selected, and the Affiliated College buildings will soon furnish worthy accommodations for the professional schools of California. So at Stanford, increasing numbers of strong students are demonstrating the possibilities of the State as an educational center for young men and women. As has recently been said, the number of college students in the large universities of California has increased in the past five years from a comparatively small number to 2400, and that with a steadily rising standard of scholarship.

So with our high schools. New ones have been founded, and the old ones pretty generally strengthened; the standard has been steadily raised, and in the near future the high schools must become a part of the State system of education.

Our common schools have been steadily strengthened and the general efficiency increased.

In specialized lines of education we have been likewise fortunate. The Cogswell has been re-opened, the Lick School has been opened, and dedicated to the service of training boys and girls into self-supporting manhood and womanhood along industrial lines. The new Wilmerding School is about to become a reality. Stockton has built a manual-training school; a noble woman has given one to Santa Barbara; and similar schools are projected in San Jose and Los Angeles. In spite of financial pressure, the philanthropic kindergarten associations have pushed their work into even larger fields.

If we turn from the schools themselves to their setting, we have still more cause to congratulate ourselves at this holiday time. In spite of the hard times new buildings have sprung up all over the State. Oakland, our hostess to-day, has just expended \$400,000 in new buildings, and this one in which we meet illustrates the high grade of excellence that characterizes the work. The new high-school buildings at Santa Rosa and Santa Cruz, and the new Normal building at Los Angeles, all express the same persistent interest. Between here and my own home, a long line of handsome buildings delights the eye and cheers the heart of the man who believes that the school alone can insure the stability and integrity of a democracy.

Schools and buildings are, after all, secondary to the teachers themselves. A teacher makes the school; buildings and books are but the clothes of education. Since our last meeting we have suffered some loss, as is inevitable every year. Our President of a year ago has gone to a new field, and large success attends him—California's loss is Minnesota's gain. Death has visited us, and James G. Kennedy, one of the brightest and most genial members of this association, has gone to his long home. Moulder has also been called away from his work, and during these next few days we shall be conscious of other vacant places in our assembly—one intimately associated with the building where we met this morning.

To fill these vacant places some new men have come to join us from other States. Two of these gentlemen are in the State Normal School in San Jose. But it is mainly among our own young men and women that new leadership has sprung up during the past year. One of our California teachers has been studying in Naas, the home of Sloyd work. Another has been studying at Jena, the home of the Herbartians. Two or three have been at Cornell, and one at Michigan, and each of these will bring home new ideas, new inspirations, new life. In the two leading universities of the State we have now 500 students taking special courses in pedagogy, where five years ago we had none. Our normal schools, especially the ones at Los Angeles and San Jose, are rapidly becoming professional schools.

in the best sense of the word, and San Francisco has determined that she must have either a modern normal school or none. The opportunity for professional, trained teachers in California is second to no other State in our Union.

This is the record of our achievements for a year—not as teachers, but as a great commonwealth devoted to the interests of education.

But the problems that confront us are great, and will require not only devotion, but wisdom, for their solution. First among these is the problem of supplies—money. Many parts of our State are heavily burdened with taxes, the expenses of education are very heavy, and they often seem a legitimate object of attack. Retrenchment is the cry of the hour, and yet I am sure I am right when I say that we have only begun to spend money as we shall spend it in education. The strength and wealth of a country must be sought in its people—the value of people lies in their intelligence. That country where wise people live is rich, though the people wear homespun and dine on homely fare. We are demanding that the untrained girl for the grammar grades shall give way to the well-trained woman of the normal school. We are demanding that instead of the teacher's compelling the boy to memorize words and tables, she shall train him into manhood with as much skill as we demand in the trainer of a trotting colt. This demand can be met only by reducing the number in classes, and securing brains and training in teachers. This means *money*. The fact pointed out by a recent Grand Jury, that in one city teachers have increased while enrollment has stood still, may mean simply that the city is keeping pace with the advanced intelligence of the day. It costs more to run our schools than to run those of any other State. Thank Heaven, that this is so; for, in consequence, we have the best common schools in the Union.

The next problem in importance is the training of teachers—our whole system of certificating teachers must inevitably be changed. It is nothing less than wicked to put an untrained and inexperienced boy or girl in charge of a room full of growing minds, and bodies, and souls, when a well-trained teacher is available. Our normal schools must rapidly abandon their academic work and become truly professional schools, like schools of medicine or law, and then the State must favor well-trained teachers.

Of course, the problem of politics is always with us. Our system of school administration seems to me admirable, but I believe we must put more power in the hands of responsible men—especially in the hands of our State Superintendent and city superintendents of schools in matters pertaining to the professional aspects of school work. A school system worthy to survive must always be in immediate touch with the people; but it is a shame when interested parties use the public interest in education as a means for furthering their

own personal ends—be they sectarian, A. P. A., Populist, or what-not. A public-school man, holding his office through the pleasure of a clique or a party, is himself a menace to the safety of the republic.

The increasing number of women in teaching positions, and in high schools and universities as students, raises a delicate but most pressing problem. The same causes, social and industrial, which have brought about a state of affairs where boys and girls in urban populations receive nine-tenths of the education from women teachers are still operating, and with increasing power. I see no reason why in the next few years the proportion may not rise in cities to ninety-nine one-hundredths. We live by our admirations. Our admirations are largely formed in schools. We ought not to have a generation of men who have never learned to admire the masculine qualities in the Anglo-Saxon race. This is certainly the greatest school problem of to-day, next to money. Can we ask women, under the existing social organization, to give their youth to a laborious and expensive preparation, and then to devote years of their young and mature womanhood to school work? Shall we re-arrange our schools and our ideas so as to let a teacher live her social life as wife and mother, or shall we depend on the floating current of girls, who will devote a year or two of inexperience and unrest to a work requiring the most profound wisdom and strength of mature years and large experience of life?

Some of these problems will be discussed here in this meeting. The curriculum, the certificating of teachers, the problems of a teacher's training, manual training and school hygiene—these will all receive attention from the gentlemen who have consented to speak to us.

A Lesson Not in the Books.

Teachers at a big meeting like the one at Oakland should not presume on the recognition of people they met incidentally at other places. This is the proper form: "How are you Mr., or Professor —? I met you at the Santa Cruz meeting. My name is Miss —." It is very easy for a man to forget your name. Do not give him a chance; tell him the name at once. I saw my friend Coffey, of institute fame, so embarrassed that he blushed when a lady said, "I met you at Sacramento. I am the lady who wore green." He said, "I remember your name, but I have forgotten your face," and retired in confusion. Therefore, in speaking to prominent people, as you extend your hand give your name.—*Round Table*.

The aim of an object lesson should be to arouse an interest, cultivate the perceptive faculties, and to enlarge and improve language. The old idea that the child's mind is like an empty vessel, ready to be filled by a pouring-in process, has exploded.



Whittling in the School Room and Simple Exercises in Working Drawing.

(By supplying the schoolroom with a few simple tools, the following useful articles can be made.)

1. Rule. 2. Label. 3. Key-tag. 4. Pencil Sharpener. 5. Thread Winder. 6. Match Striker. 7. Mat (hexagon). 8. Fish Line Winder. 9. Silk Winder. 10. Mat (quarter foil). 11. Yarn Winder. 12. Clay-modeling Tool. 13. Letter Opener. 14. Flower Pin. 15. Crochet Needle. 16. Paper Knife. 17. Pen Holder.

MANUAL TRAINING IN THE SCHOOLS.

GUSTAFF LARSSON, who has attained eminent success in this country in the introduction of Sloyd and the professional training of teachers along the line of Sloyd work, has outlined the following course for use in the public schools of elementary grades. The following is adapted from work upon the subject.

1. *Consideration of the laws which govern the healthful growth of body and mind in childhood and youth.*
2. *Consideration of means of training in accordance with these laws.*

The first consideration leads to recognition of the fact that the greatest benefit to the organism through movement is gained when the movement is spontaneous; that healthful growth is slow and orderly; that healthful growth is in the direction of truth and beauty.

Hence the stimulus to action must be an embodiment of truth and beauty, which appeals in such a way to the spontaneous interest of the pupil that he desires to exercise his powers. It must call for a gradual increase of effort, step by step, and must give him a right to feel that the thing he makes is an honest expression of his effort.

Thus it will be seen that Sloyd requires, in the first place, a *true teacher*; one who is an earnest student of child-life, and who is capable of providing suitable means for its development. It is a most mistaken notion that Sloyd is a set of peculiar models or a series of exercises performed with certain tools. Sloyd surrounds the child with such conditions that he is induced to put forth his best effort in overcoming an orderly arrangement of resistances to secure a good end.

The orderly arrangement of resistances is based on the increase of power in the child. The qualities in

the model, beauty, usefulness, durability, are maintained because they satisfy demands of the child's nature.

The heart-life of childhood must be regarded in providing for training the head and the hand. It is not safe to give the hand skill and the intellect power unless the heart impels the use of both for the attainment of good. Because the child loves beauty—loves to produce what he sees and feels to be of use, and because the simple serviceable objects of home are associated with so much that is dear to the heart, such objects are sought in forms of beauty for him to fashion with care and pains.

The mind should be full of good wholesome thoughts while the hand is gaining skill, and Sloyd provides for this in the means it uses for stimulating mental and physical activity.

These considerations govern not only the work for a particular age and grade, but are fundamental in high-school work as well as in that of the lower grades. Special or technical training properly begins when a career for life is determined upon, but technical training, as such, has no place in general education.

Aim of Sloyd.—The *harmonious development* of the pupil, during the formative age, giving him, by manual exercises and the use of the creative instinct, such *general training* as will tend to fit him, mentally, morally, and physically for any subsequent *special training*.

NOTE.—The "Aim of Sloyd" and the principles alluded to as basal, show that Sloyd is not limited to work in wood. Clay, card-board and iron, if adapted to the physical and mental requirements of the pupil, may serve as Sloyd materials.

Tools.—Since the chief object of this training is the evolution of forces, not the acquisition of skill, as such, a great variety of tools are provided, calling constantly for new effort in gaining control. In fact, Sloyd employs more tools, more exercises, and requires greater

variety of manipulations than any other course of manual training yet presented for schools.

To insure careful thought, the more mechanical contrivances are avoided and hand-tools requiring a higher degree of muscular control are employed. Right understanding of a tool and a certain degree of control resulting from using it, are what the worker is intended to gain, not such mastery of any one tool that using it requires a minimum amount of effort. This is one of the differences between industrial and educational manual training. *Yet even if technical skill were the only object in view, the Sloyd method would be found far more successful as a means of securing it, than abstract exercises and long practice with a limited number of tools.*

The manner of using tools in Sloyd, having reference always to the physical and mental need of the worker, will increase his ability to handle skillfully and successfully the instruments of any occupation or profession, because it gives him control of himself. A surgeon, a lawyer, a clergyman, a chemist should be as much indebted to Sloyd for the gain of power as the cabinetmaker or carpenter. No peculiar methods, however, are used which followers of the latter occupations would have to unlearn.

It is of utmost importance that the first impression of the purpose and method of using a tool should be correct and effective.

In using any tool the results produced by it, in the wood, should be tested at every step, in order that the purpose for which the tool is used may be fulfilled.

In introducing mechanical drawing into schools, independent of Sloyd, objects can be selected from the Sloyd models and these rules followed:

1. The pupil should be led to see that drawing is a convenient and forcible means of thought expression.

2. In teaching orthographic projection the third angle is employed, that is to say, the object is placed below the horizontal plane and behind the vertical plane.

3. Pupils should be taught to read understandingly any simple working drawing.

4. A working drawing should contain only such views, lines, and dimensions as are actually necessary to a clear comprehension of the object to be made.

5. The objects used should present such a combination of principles as will afford *variety*, and also sufficient repetition to impress them upon the pupil's mind.

6. As a rule, no object should contain more than four new facts.

7. All objects should be made to exact dimensions.

8. The inspiration which comes from the use of the creative instinct is as useful in drawing as in other lessons, and, therefore, even when drawings are to be made independently of tool work, they should represent, as far as possible, objects of use.

Prof. Larsson emphasizes the fact that exercises from whittling to higher forms of manual training should be distinctly educational rather than industrial.

"TALKING SHOP."

BY S. ROSELLA KELLEY.

IN our busy manufacturing cities many young women are employed in factories, offices, and shops. They think it no disgrace to set type, guide the loom, or stamp rose buds on pretty wall-paper.

After business hours, youth and buoyant spirits assert their right to be gay and free. So, when the factory doors close behind them, all care, noise, and tireless grind of machinery are forgotten, and, gayly chatting of anticipated pleasure, they hurry home.

If one ventures to worry over tangled threads or figures that will not come right, or use shop phrases—more expressive than elegant,—she is bidden by the others not to "talk shop."

Even the very machinery must have time to cool, after running at lightning speed all day. How much more, then, does that delicate piece of mechanism, the brain, need rest!

Then, if the two hundred operatives should each tell of every broken thread or loose screw, or resurrect the ghosts of small trials that may occur daily, people would soon say, "The whole machinery is out of order," and think the work not well done.

Work conscientiously, earnestly, faithfully, while work is to be done; then, when the working-dress and apron, the paint-brush and palette are laid aside, put by, also, from heart and brain, all traces of shop. With music, pictures, flowers, and social sweets, rise above the grind of daily toil.

Every teacher knows that although we may adjust schoolroom affairs with a clock like precision, there will come at times clashing, jarring, and friction. Inattentive pupils, hasty words, an impatient teacher, or an unjust patron tell a sad tale of "broken threads" and "loosened screws" in our machinery.

Rectify your mistakes and those of your pupils, whenever and wherever they may occur.

Nerve yourself to be patient and hopeful, "enduring unto the end," and when the end comes—the close of a long, wearisome day—"shut up shop," put up the shutters, bar the door, and *rest*.

Tangled threads are soonest mended at the loom; and though you take home a handful of loosened screws, they cannot be tightened unless replaced in the tiny groove they occupied. Small as they are, they constitute a part of the mill itself.

If you do not wish every one meddling with your affairs, keep your affairs to yourself. The pioneer schoolmaster, prominent among whose rules was, "No *tail-bearing* allowed here," had correct ideas of honor, if not of orthography. But the rule applies to teachers as well as pupils. You need not tell even your most intimate friend that "Jack is the worst boy" in your grade, and that you "can't furnish brains" for those Smith children. When the first primary and yourself have a "misunderstanding," why rehearse it for Mrs.

Grundy's benefit? Words and feathers are tossed by the wind; we cannot tell where they will go, or in whose possession they will rest at last. Faithful effort has often been marred by the strife of tongues.

The advice kindly given by the principal was intended for you, and not for the world at large. Talks on "Stubborn Cases" and "Quincy Methods" will interest no one as much as yourself and co-workers. The success of the school, the honor of the teacher, and the character of the pupils, may depend largely on what you say.

Talk of the haying and of the weather, like Maud Muller; of the new woman, or of the advantages of Southern California. Sing of love, with Tennyson and Browning. But don't "talk shop"!

DEVELOPMENT OF POWER AND INTEREST IN GENERALIZATION.

BY ELMER E. BROWN, UNIVERSITY OF CALIFORNIA.

ON page 38 of Bain's "Education as a Science," is found this passage: "We may at once face the problem of general knowledge. The most troublesome half of the education of the intellect is the getting possession of generalities." On page 192 he proceeds as follows: "A very large part of teaching is occupied with this work. It comes up in season and out of season; and the teacher's resources should always be equal to it; at any rate, he should know whether or not it is within his competence at the time. He can not be too well informed as to the conditions of success in explaining and impressing a generality."

It is desirable that we should study with extreme care all that relates to the development of this form of activity on the part of children and youth. This syllabus is intended merely as a guide in preliminary observations along this line. It is believed that on the basis of carefully prepared reports such as are here indicated, it may be possible to mark out the lines of a closer and more scientific investigation.

Please make a separate report for each child and youth observed. Note down from time to time any indications of interest and power in arriving at abstract and general notions, inductions, systematic summaries, and the like. Note carefully and in detail each particular instance as it is observed, recording the observation the same day that it is made. State the age of the child or youth as nearly as possible in years and months, and, if he is a school pupil, the year of school work on which he is engaged. Where the grades of the school correspond in number with the successive years of the school period, simply indicate the grade in which he is. Be careful to avoid the ambiguity that easily arises when the numbering of the grades does not correspond with the successive years of the school period. It is important that instances which indicate a lack of interest and power in these forms of activity should be noted with equal care.

The word *generalization*, in the heading of this paper, is used in a comprehensive sense, to include simple abstraction, generalization, and judgment, independent classification, and the various inductive processes. It is intended to relate to the very imperfect processes of young children, as well as the more successful attempts of those who are older. Inaccurate generalizations should be noted with as much care as those that are more accurate.

Observers who may desire information on this phase of mental activity are referred to any of the standard text-books in psychology, such as that of James, Sully, Dewey, or Hoffding. Several suggestive passages relating to this subject will be found in Bain's "Education as a Science."

Extreme care should be exercised throughout to prevent all consciousness on the part of those observed that such observations are being made; and also to make all observations uninfluenced by preconceptions or definite theories as to what may be expected.

Please send such notes, or copies of the same, to Elmer E. Brown, Professor of the Science and Art of Teaching, University of California.



Johann Heinrich Pestalozzi.

Sunday, January 12th, will be the one hundred and fiftieth anniversary of the birth of Pestalozzi. On his monument is this simple story of his noble life:

To Pestalozzi, 1746-1827.

He lived like a beggar, to show beggars how they ought to live like men.

Savior of the poor in Neuhof: Father of the orphans in Stans.

Founder of the popular school in Burgdorf.

Educator of humanity in Yverdon.

All for others: for himself, nothing.

It is not so much a question of the Bible in the school as the Bible in the heart of the teacher.—*Search.*

THE EFFECT OF THE THEORY OF EVOLUTION ON EDUCATION.

BY JOSEPH LE CONTE.

[This celebrated address was delivered before the N. E. A. at Denver, printed in Educational Review, and delivered on January 4th before the California State Teachers' Association.]

LIKE all great truths, the idea of evolution has been held in a vague way even from the earliest dawn of thought. But only very recently do we observe any attempt to apply it to life. We find the explanation of this in the profound difference between the old philosophy and modern science in their respective attitudes toward truth. To the old thinkers, pure thought and gross matter, the ideal and the real, belonged to two different worlds. They never dreamed of bringing down their noble thoughts to the practical concerns of life—to apply them to social organization, or politics, or religion. These glorious ideas were for the delectation of thinkers only. These daughters of the intellect were too pure and holy to be married to the grossly practical. They were vestal virgins about the sacred altar of truth; beautiful exceedingly, but forever barren. To modern science, on the contrary, every truth has, and must have, its practical application. The tree of knowledge must bear appropriate fruit for the material benefit of humanity. Evolution is now, therefore, applied to practical life, because it has passed from the domain of vague philosophic speculation into that of definite scientific knowledge. This change has not taken place all at once, but only by the successive labors of many men, each contributing his own characteristic part. It was the part of Lamarek to awaken scientific attention and deeply stir the scientific mind. It was the part of Darwin to convince the scientific mind of the truth of the evolution of the organic kingdom. It was the part of Spencer to extend the law of evolution to embrace every department of nature, and thus to make it applicable to society, to religion, and to education. It was the part of Huxley to fight the battles of evolution and to conquer its acceptance by the intelligent but unscientific public. It was, and is, the part of American evolutionists to complete the evidence from palæontology where it was weakest, and also—for we are less hampered by tradition here than elsewhere—to apply it fearlessly, yet I hope reverently, to religious and social thought.

The final effect has been to revolutionize our whole view of nature and of man; to change the whole atti-

tude of the mind toward truth, and thus to modify deeply our philosophy in every department; and therefore, also, to modify profoundly our theory and methods of education. It is this effect on education that I wish to bring before you this evening. But the subject is so large, and my time so short, that I can only touch lightly some most salient points.

I would be glad to point out to you how the theory of evolution indirectly, but in a most important way, affects education (as it does all departments of thought) by simply elevating the intellectual standpoint and widening the intellectual horizon; but I must forego this and proceed at once to its direct effect on our theories and methods of education. And here, as you already anticipate, I must speak, first of all, of its immediate effect on biology; and then afterwards on its indirect effects, through biology, on nearly all the higher departments of thought. These latter I shall call higher lessons taught in the school of evolution.

Organic evolution is evolution *par excellence*. In the mind of Darwin evolution was, and in the minds of very many it still is, identified with the theory of origin of species by descent, with modifications. To many it means only a continuous genetic chain of all organisms from the earliest to the present, and, therefore, a blood-kinship among all existing organisms from lowest to highest. It is to Spencer that we owe the extension of this law of continuity to every realm of nature and thus this mode of thinking to every realm of thought. Organic evolution, therefore, whether of



Professor Joseph Le Conte.

the individual or of the organic kingdom, is the type of evolution. In that department the battle of evolution was fought and won. Right here, in the origin of new organic forms, was found the barrier to the acceptance of the law of continuity—the stronghold of supernaturalism in the realm of nature. When this barrier gave way, the whole domain of thought was immediately conquered. It is right, then, that I should take up this department first.

There is a striking contrast between the old natural history and the new biology. The one is perhaps best represented by Audubon, the other by Huxley. In the one imagination predominates, in the other reason; in the one, love of field and forest and mountain, in the other thoughtful work in the laboratory. The one studies form and habits, the other structure and function. The characteristic implements of the one are

the shotgun, the insect-net, and the dredge, of the other the scalpel and the microscope. In the ideal biologist, these two must be united in equal proportions. Such union was nearly realized in Agassiz and Darwin, because they stood just at the parting of the ways. Zoölogists now belong mainly to the one class or the other, but predominantly to the second class. In botany, the differentiation has not been so extreme. The change is, therefore, best illustrated in zoölogy.

Such, then, is the contrast between the old and new style naturalists. The change may, perhaps, be regretted by some, but was absolutely necessary in the development of biological science. The old-style naturalists had been working from time immemorial, enthusiastic in traveling, observing, collecting, describing, classifying; in a word, gathering the materials of science; but thoughtful men began to ask, "Where is the science itself?" "What light does all this throw on the real problem of life?" "What is the meaning of the classification so laboriously constructed?" "What is the meaning of the facts of geographical distribution of species gathered by such extensive traveling?" The old natural history as a real science seemed to have reached its limit, if it was not indeed already moribund. Collections of dry plants were contemptuously compared to gathered hay. Geographical distribution of organisms was a tiresome chaos of curious facts without connecting idea. Just then came evolution—a great new idea, informing and giving life and meaning to this dead mass of facts, bringing order out of this chaos, "creating a soul under the dry ribs of this death." The true meaning of classification is at once revealed, viz., the various degrees of blood-kinship in descent. Geographical distribution of organisms is at once completely explained by migrations produced by the glacial epoch and the slow evolution-changes produced by a changed environment, physical and organic. The strange and hitherto inexplicable course of embryonic or ontogenic development becomes now but a brief recapitulation of the phylogenic or family history. It is easy to imagine the prodigious impulse given to the sciences of life. The deepest problems of plant life, animal life—yea, of human life and social life—seemed now within reach of science. The army of investigators was increased tenfold. Biological laboratories sprang up everywhere, on lake and sea-shores, and still more numerous in schools, colleges and universities.

Such was the intellectual impulse given by the introduction of a great new idea. But great new ideas always involve new methods of work, and, therefore, new methods of teaching. The new method has been called by different names. I will call it the "evolution method." But as this is only one of many methods of science, I must introduce its discussion by a few words on scientific methods generally.

We all know the prodigious enlargement of the

domain of modern thought produced by the birth and rapid growth of the sciences of nature. But until recently there has been but little corresponding change in the subject-matter of education, especially in the lower schools. This was right. The reason is obvious. All attempts to teach science by the old text-book methods gave very unsatisfactory results. Science-teaching, as a means of mental culture, seemed far inferior to mathematics and the languages. These latter, at least to some degree, threw the pupil on his own resources; but science-teaching by pure classroom, text-book methods, is the barest *memoriter* exercise. Now, science is nothing if not a knowledge of nature at first-hand, and science-teaching is nothing unless, in some degree, it brings the pupil in contact with nature. The new knowledge must have new methods. In a word, science must be largely taught in the field and in the laboratory. This field and laboratory method must supplement every other method in science-teaching. This is now so generally understood that it is unnecessary to dwell on it.

But there is another and deeper sense in which we may use the term method, which is even more important. It is method not in the sense of use of eye and hand, but of use of brain; not in sense of dexterous manipulation, but of orderly thinking. In this sense, scientific methods bear the same relation to intellectual progress that tools, instruments, and machines bear to material progress. They are intellectual contrivances whereby we accomplish results which would otherwise transcend our power. As the civilized man has no superiority over the savage in bare-handed strength, and the great material results accomplished by the former are wholly due to the use of material contrivances called tools, instruments, machines—so the scientific man claims no superiority over others in unassisted intellectual power, and the great results accomplished by him in the acquisition of knowledge and in the conquest of nature, are wholly due to the use of intellectual contrivances, called scientific methods. These are mainly three: 1. The method of symbols, or mathematical method. We all know the power of this method. We all know how by the use of a few numeral digits, a few letters, *a* and *b*, *x* and *y*, and a few signs, + and — and =, the veriest schoolboy may solve questions which would defy the unaided power of an intellectual giant. 2. The method of experiment, especially applicable to physics and chemistry. Physical phenomena are usually too complex, too affected by disturbing causes and complicating conditions, to be understood at once as they occur in nature. The physicist, therefore, removes, one by one, these disturbing causes and complicating conditions, watching the result until the true cause and the necessary conditions are discovered. I need not tell you what this method has accomplished. 3. The method of comparison. The phenomena of life in its higher forms are so complex

that we cannot understand them without simplification, and yet so delicately adjusted that in most cases we cannot, we dare not, use the method of experiment. If we introduce our rude hands to modify the phenomena, we are in danger of destroying life itself—the very thing we are investigating. But nature has prepared for us three series of experiments.

1. As we go down the scale of life from man through vertebrates and invertebrates to the lowest protozoa, the complex structure and functions of the animal body become simpler and simpler, by the removal of one complication after another, until finally the complex problem of life is reduced to its simplest terms. This is the taxonomic series.
2. Again, as we go backward in the history of the development of any one of the higher animals, say man, from the mature condition, through the stages of youth, new-born, embryo, to the earliest germ-cell, we find that structure and function again become simpler and simpler until again the problem of life is reduced to the simplest terms. This is the embryonic or ontogenic series.
3. Again, and lastly, if, commencing with the fauna of the present geological epoch, we go backward in geological time, taking successively those of earlier and earlier periods, even to the dawn of life, we find a similar series of simplifying structures and functions until we again reach the simplest possible expression of the problem of life. This is called the geological or phylogenic series. This last is *par excellence* the evolution series. But they are all evolution series, since they are similar and all have their origin in evolution.

It is by comparison of the terms in each one of these series, and of the three series with one another, that all true scientific knowledge in biology has been attained. It is therefore called the "comparative method." It was to some extent used and was so named before the birth of evolution as a scientific theory; but evolution has given it a new meaning, and a new power, and greatly extended its application, and, therefore, it should now be called the "evolution method." It is the great method of discovery in all departments which are too complex to be investigated by other scientific methods. When phenomena are too complex to be readily understood, and at the same time too delicately adjusted to submit to the method of experiment, all we can do is to watch all the stages of increasing complication—the process of gradual becoming. If by the method of experiment we put nature on the rack and extort from her the truth, by the evolution method we obtain the truth, less boldly but not less efficiently, by watching and surprising nature in her most secret modes of working.

This method, although first used in biology, may be and has been extended to all the more complex phenomena of human life—to psychology, to sociology, to politics and government, and even ethics and religion. Scientific methods generally, but this one especially,

may be likened to the "little leaven which a woman took and hid in three measures of meal"—a little, very little scientific method introduced into three measures of the old curriculum has "leavened the whole lump." But we all know how much depends on the leaven. Alas, how much bad leaven has been used, especially in sociology! It is necessary, therefore, to say something of how to make good leaven. This brings me to the subject of what I call schools of methods.

It may be regarded as a law that although each one of these methods may be used in several departments, yet it is best developed and is used with most success in the simplest and lowest department, where it was first introduced; and thus this department becomes the school for its skillful use. Thus, for example, while the method of symbols is used in other departments,—as in physics, chemistry, and even sometimes in logic,—yet the proper school for its skillful use is mathematics, where it was first introduced, and is still most powerful. Again, although experiments may be used in many departments,—as in chemistry, physiology, psychology, and even perhaps in sociology,—yet undoubtedly the proper school for the skillful use of this method is physics. So also the method of comparison or the evolution method may indeed be used in all the more complex departments of knowledge, but the only proper school in which to become imbued with its characteristic spirit and practiced in its skillful use, is biology. Other and still higher departments can never take on a true scientific form until they use the method which has proved so successful in biology; and this they must learn to do in the biological school. As anatomy, physiology, and morphology became scientific only by becoming comparative anatomy, physiology, and morphology, so also psychology will never become scientific until it becomes comparative psychology, nor sociology until it becomes comparative sociology.

I have said that the leaven of scientific method has leavened the whole lump of the school curriculum. I now go further and say that the leaven of evolution and the evolution method has leavened the whole lump of human knowledge, especially in all those departments which are too complex to be subdued by other methods. This method is applicable not only to plant life and animal life, but also to all the phenomena of human life, individual and social, and therefore to psychology, to language, to history, to sociology, and to ethics. In fact, the enormous recent advances in all these are due wholly to the use of the so-called historic method. But what is this but another name for the evolution method? It would carry me too far and take me too long to justify this assertion in all these departments. Let me draw your attention only to a few of the most important lessons taught us in these higher departments.

A lesson in psychology—Until very recently the psychical phenomena of man were studied as a separate department of knowledge, having no possible connection with any other and capable of investigation only by the method of introspection; and an elaborate system of philosophy has thus grown up wholly separated from other knowledges. But it is now no longer possible to admit such disconnection. There can no longer be any doubt that man, both body and spirit, came by a process of evolution from some lower form of animal; that humanity emerged gradually by a natural process out of animality. Not only every organ and function of the human body, but every faculty of the human mind, has its beginnings and foreshadowings, its embryonic condition in the higher animals. It is quite evident that psychology can never become a progressive science until every stage of the development of the psychical nature of man is traced; until the psychical phenomena of man are studied in comparison with those beginnings of the same which we find in the higher animals, and in infants; until we trace all stages of the process by which they became what we find them in the mature man. Moreover, even the experimental method is now applied to psychology with encouraging success. We have thus in psychology at least three methods of research, viz: the method of experiment, the method of comparison, or evolution method, and the method of introspection. The relative domains of these have not yet been adjusted. The experimental method, from which so much is now hoped, although undoubtedly of great value, is, I believe, limited in its application to the lower phenomena, *i. e.*, those most allied to physiology. Introspection, on the other hand, is limited to the higher phenomena, *i. e.*, the distinctively human. The method of comparison, or evolution method, is probably without limit in its application. It is to this method, therefore, that I look with most hope.

A lesson in sociology—The old idea of the origin of things was that of creation at once by fiat, without natural process, and permanence thereafter until another creation. Hence arose the doctrine of instantaneousness of specific origin and the permanency of specific types. According to this view, if the organic kingdom advances at all, it must be by successive exterminations of old forms and re-creations of new and better forms. According to this view applied to the domain of philosophy and science, all truth must be absolute, unchangeable, and permanent; and therefore, if knowledge advances at all, it must be by a succession of theories exploded and other and better ones substituted. In theology, views of God, of man, and of nature and their mutual relations must be either perfectly true or utterly false and baneful. Forms of religion and creeds are either perfect, God-given truth or else inventions of the devil to deceive mankind.

Toleration, therefore, is inconsistent with loyalty to truth. In politics, the unreasoning antagonisms of parties come necessarily from this attitude of the mind. In social philosophy, improvement in society can only come by utter destruction and complete reconstruction out of entirely new materials. Thus, in all things, by this old view, advance can take place only by a succession of catastrophes and remakings out of the whole cloth.

Evolution changes the whole attitude of the mind in this regard. The very first lesson taught by evolution is that nothing originates all at once, like a creation by fiat; but all things are in a state of continuous change and growth. Progress is not by a succession of destructions and re-creations, but by a gradual process of evolution. As in the evolution of the organic kingdom, some forms, *i. e.*, the more rigid, perish and leave no progeny, while some, *i. e.*, the more plastic, are modified into new forms, better suited to the ever-changing environment, and all the new forms come thus only by modification of the old; so in the advance of science, some ideas and theories die out and leave no progeny, while others are modified to newer and truer forms, and all the new and true forms come thus only by modification of the old. And so also the progress of society, of religion, of all things, is not by sweeping destructions and recreations out of new materials or re-organizations on an entirely new basis; but must be only by modification of old forms into the higher new. In a word, the social organism is not made but grows.

A second lesson in sociology—There are two views of the relation of the individual to society which may perhaps be called the ancient and the modern. According to the one, the individual is wholly subordinate to society, and has no rights in the presence of social interests. The individual has no value except as an organ of the body politic. This view is abhorrent to the modern mind, which has indeed gone to the other extreme of apotheosis of the individual. This great change was undoubtedly due to the introduction of Christianity, which exalted to infinity the worth of the individual immortal human soul, while it correspondingly belittled the value of society as earthly and temporary. This was especially true of the early Christians, for whom the end of the world was near at hand. This idea of the supreme importance of the individual, and that society exists only for us, the individuals of to-day, has reached its culmination in the present time, and nearly all the evils which now threaten society may be traced to this source. The higher law of the ancients was the interest of society; the higher law of the moderns is the dictate of the individual conscience. The evils of this extreme view are becoming so obvious that there is a strong tendency to swing back again to the other extreme of socialism. Now, there is a profound truth in both these views, and they must be

combined and reconciled in a true social philosophy. This, I believe, evolution will help us to do. Let us see.

Organic evolution reached its term and completion in achieving man. But evolution did not stop there; for in achieving man, it achieved also the possibility of another and higher kind of evolution, and was therefore transferred to a higher plane, and continued as social evolution or human progress. Now, as the highest end, the true significance, the *raison d'être* of organic evolution was the achievement of man; so the highest and real meaning of society and social progress is the achievement of the ideal man. This view entirely changes the relation of the individual to society by giving a new and nobler meaning to society. Individual interests must be subordinated to social interests, not only because society is the greater organism, nor even because it represents all other individual interests, but also, and chiefly, because society is the only means of achieving the ideal. The higher law from this point of view is loyalty, not to society, as the ancients would have it, nor yet to the individual conscience, as we moderns would have it, but to the divine ideal humanity. Fortunately for us, however, the highest interests of the individual are also thereby subserved.

This point is so important that I must stop a moment to explain and enforce it.

The social organism has often been compared to the animal organism, the body politic to the animal body, and social progress to organic evolution. Doubtless this comparison and the inferred likeness may be and have been carried much too far. Doubtless there are many fundamental differences arising from the presence of new and higher forces in the social body, and of new and higher factors in social progress; and no one has insisted on this more than I. But it is a mistake also to minimize the resemblance. It has been common for the opposers of such resemblance to say that in the ideal of the animal organism, the life and individuality of the constituent parts are completely merged in the life and individuality of the whole; that the part is of no value except as an organ of the whole; and that while this ideal may have been to some extent realized in some ancient societies, it is utterly abhorrent to the modern mind; the infinite value of the eternally enduring human soul forbidding any such merging of the individual life into the common social life. But let us not exaggerate the contrast. It is not true that in the animal body the life of the part is wholly lost in the life of the whole. On the contrary, such life as each part is capable of is completely realized; each part has the very best that it is capable of. Again, it is not true that the part works for the whole without corresponding benefit in return. On the contrary, the acknowledged ideal of the social organism, viz: that each part works for the whole, and the whole

for each part is completely realized in the animal organism. Where, then, is the difference? For it must be very fundamental. It is this: In the one case the integrating bond is material and necessary, and the function of each part unchangeably fixed forever; in the other, the integrating bond is spiritual, and therefore free, and the function of each part is freely chosen, and may be freely changed for the better. In the one case, the union is by necessary law of mutual dependence, in the other by a free law of mutual love and mutual help.

Now, if society consisted only of ideally perfect, happy, unimprovable beings associated only for mutual enjoyment, then, indeed, I suppose, the infinite worth of the immortal human soul, in comparison with any temporary association, would make such association wholly subordinate to the individuals. But when we remember that human society is an association of individuals not long since emerged out of animality, nor far on the way towards a true, *i. e.*, an ideal humanity, and that the achievement of that ideal is the real end and meaning of our earthly life; and, finally, that an organized society is the necessary and only means whereby the ideal may be achieved, whether in the individual or in the race, we see at once that the immediate individual interest must be subordinate to this, the highest interest of humanity. But subordination is not sacrifice. On the contrary, it is the highest success for the individual. In subserving this, the highest interest of humanity, each individual is thereby subserving his own highest interests. In striving to advance the race toward the ideal he is himself realizing that ideal in his own person.

Why, then, are we so slow to learn this lesson? Why are we so loth to surrender our extreme individualism? I answer, not only because it is in accord with our natural selfishness, but also, and I believe chiefly, from the effects of an inherited narrow philosophy of life. Is it not evident that so long as the Golden Age was behind instead of before us; so long as man was regarded as in a state of sad fall from a pristine ideal condition; so long as it was believed that the perfect image of God, once possessed, had been lost and must be restored, not through society, but by some inscrutable miraculous agency; so long as this was the mental attitude, the supreme importance of society as a means of salvation, *i. e.*, of attaining the ideal, must have remained unrecognized? The outcome of such a mental attitude was of necessity the individualism run-mad of the present day. But if on the contrary, as evolution teaches, our race has gradually emerged out of animality into humanity; if the Divine image was at first dim, scarcely recognizable, and the mission of humanity is, not to restore, but to brighten that image until it is perfect—if the ideal, the Golden Age, is not in the past but in the future—then our whole mental attitude toward society becomes changed—

then the good of the individual must be, not sacrificed indeed, for that is not necessary, but freely subordinated to the good of society; then the prevailing law is not the law of mutual antagonism and struggle, and survival of only the strongest and fittest; but the law of mutual love and mutual help; and the making of as many as possible strong and fit to survive.

Still another lesson, and the last—But whether to call it a lesson in psychology, or in sociology, or in ethics, I do not know, nor does it matter much; for all departments meet on the highest plane. But I suppose it may be most properly called a lesson in ethics, for it offers us a moral ideal.

I have said in a previous lesson that individual interests must be subordinated to the attainment of the ideal. Now, what is this ideal? I believe that evolution will help us to find it. If man has indeed emerged out of animality into humanity, as evolution teaches, then must he approach his ideal just in proportion as he rises above the distinctively animal and lives habitually on the distinctively human plane; and he completely attains it when the distinctive humanity is carried out to its highest limit. Now, it is evident that this proposition involves not only a moral ideal but a means of attaining it; *i. e.*, a philosophy of the right conduct of life. Let us stop then to differentiate it clearly, but very briefly, from other and older philosophies of life. I feel constrained to do this, lest you should think that it involves an ascetic philosophy.

There are two opposite philosophies of life which have hitherto dominated the world of thought, eye, and of conduct too. According to the one, our nature is essentially dual, *i. e.*, animal and spiritual, without cordial—with even inimical—relation between. The pure spiritual nature is imprisoned here on earth for a brief space in an impure material body and dominated by it, and the higher spiritual nature becomes purer, nobler, freer, just in proportion as it despises, tramples underfoot, and extirpates the animal nature. This is the ascetic philosophy of life. According to the other, our nature is one. Man is simply a higher kind of animal. His pleasures may, indeed, be higher, more refined than that of other animals, but still they are all on the same plane—the animal. Pleasure, enjoyment—the more refined the better, of course—is the only end of human as of animal life. Virtue is only a more refined kind of selfishness. This is the hedonistic philosophy of life. Now, evolution completely combines and reconciles these two mutually excluding opposites, both as to the nature of man and as to the philosophy of life, and is, therefore, more rational than either. According to the evolution view, humanity emerged out of animality, the spirit of man out of the *anima* of animals; but at the moment of emergence it was born into a new and higher spiritual world of self-consciousness and immortality. If this be so, then evidently the mission of man and the true

philosophy of the right conduct of life are not an extirpation but a subordination of the animal to the higher spiritual nature. And this is attained not by the natural decay nor by the voluntary extirpation of the animal, but by the natural growth and the voluntary strengthening of the higher spiritual nature. The animal was in evolution the mother, and is still the nourisher of the spiritual; and, therefore, the stronger the animal nature the better, if so be it is held in due subjection. There is not an appetite, passion, or emotion of our animal nature but is contributive to our spiritual nature, if only it be duly subordinated. In our complex human nature the higher is nourished and strengthened by its connection with the more robust lower, and the lower purified and refined by its connection with the higher, and the whole man is thus elevated to a higher plane without violating the integrity of his manhood.

So much was necessary to say lest I be misunderstood as sustaining an ascetic philosophy. I repeat, then, if man has emerged out of animality into humanity, then he approaches his ideal just in proportion as he departs from the characteristically animal plane and lives on the distinctively human. In animals the whole life and activity are concentrated on the now. Man, on the contrary, by memory and imagination, and more and more as his distinctive human nature predominates, lives also in the past and the future. His life expands more and more backward and forward, until in the ideal man he lives equally in all time. For him there is equal reality in all moments, past, present and future: He weighs in equal balance all events without any prejudice in favor of the now, and is thus, as it were, unconditioned by time. This is the ideal of wise and prudent conduct, the intellectual ideal. Again, in animals the whole life and activity are concentrated on the self, although an unrecognized self, for selfhood is first recognized in man. Man, on the contrary, and more and more as his distinctive human nature predominates, lives also in and for other selves. His life expands and incorporates more and more the lives of others, through a realizing sympathy and love. He reaches his ideal in this direction when his life spreads equally over all other lives in proportion to their real worth; when self-love no longer in the least disturbs the justness of judgment or unduly influences conduct; when self and other selves are weighed in the same just balance—in a word, when he is at last unconditioned by self. This is the ideal of right conduct—the moral ideal. The moral law of equal love to self and neighbor is now fulfilled. This ideal, first given by the moral insight of the Founder of Christianity, is now at last verified by science. Observe that the condition and beginning of this whole process of evolution are the recognition of selfhood in man. But observe also that man finds selfhood only to lose it again in love.

THE STABILITY OF TRUTH.

EXTRACT FROM AN ADDRESS BY DAVID STARR JORDAN, PRESIDENT LELAND STANFORD JR. UNIVERSITY.

WITHIN the last few years three notable assaults have been made against the integrity of science. I refer to the address of Lord Salisbury before the British Association for the Advancement of Science, Balfour's "Foundations of Belief," and Haeckel's "Confessions of a Man of Science," and it is to some considerations suggested in part by the works of Balfour and Haeckel that I wish to invite your attention.

In his address the Marquis of Salisbury contended that the central thought of all modern science is Evolution,—the changing from the simple to the complex; this implying the fundamental unity of all life, of all matter, and perhaps of all force as well. But while this is a matter of belief, it is far from demonstrated; and therefore the Marquis grows jocose and patronizing over the failure of science to keep pace with belief.

More recently Mr. Balfour in discussing the "Foundations of Belief" has shown that the methods of science cannot give us absolute truth; that the claim of science for infallibility of its methods is groundless; that as the senses and reason only can be appealed to in support of the claims of sense and reason, science must of necessity involve reasoning in a circle; that science can furnish no foundation for belief; and that, therefore, it must rest upon the needs of man and the philosophy built upon these needs.

Balfour calls attention to the fact that human experience is not in essence objective; that it consists only of varying phases of consciousness which point toward truth, but are not truth; that life is at best "in a dimly lighted room"; that we have not the power to recognize all phases of reality. In like manner, he discredits our reason, declaring that the commonest things become unknown and impossible when viewed in the "critical light of philosophy"; that a man through reason can be brought to doubt his very existence.

But Balfour's plea for "philosophic doubt" in regard to the reality of the subject matter of science is only a rhetorical trick—describing the known in terms of the unknown. By the same process we can call a fishwife "an abracadabra," and build out of the commonest material an "occult science." In converse fashion, Balfour speaks of the unknown in terms of the known, which gives to his philosophical views an appearance of reality as fallacious as the unreality he assigns to the foundations of science.

As a matter of fact, it is perfectly easy for science to distinguish between the objective and the subjective, and common sense can do the same. The measure of a man is the basis of human knowledge, and whatever cannot be brought to this measure is no part of knowledge. To be able to distinguish the external from that which is within is the essence of sanity. The

continued existence of men and animals is based on the adequacy of their sensations and the veracity of their actions. The universe lies outside of man, not within; no part of it can be fully understood; but in it he finds no chance movement, "no variability or shadow of turning." That such a universe exists seems to imply an intelligence capable of understanding it. Only an Infinite Being can be conceived as doing this. To know any object or phenomenon in its fullness, "we should know what God is and man is."

It is, therefore, no discredit to science that it deals with human relations, not with "absolute truth." Science has no ultimate truths. There are none known to man. "The perfect truth," says Lessing, "is for Thee alone." Human philosophy deals with ultimate truths, and tries to look at the universe through the eyes of God. In its aim it is noble; but its conclusions are not truth. The more successful philosophy is, the less it is fit to be a basis of human action. Human knowledge and action have human limitations. The procedure of philosophy is laid down by the human brain itself. Science has found its methods untrustworthy.

Science sets up this test of truth: Can it be made to work? Can life be trusted to it? This test the conclusions of philosophy cannot meet. In so far as they do meet it, they are the conclusions of science. As science advances in any field, philosophy is driven out of it. It is a fact often noted that the great conclusions of science have been anticipated by philosophy; but, likewise, have the various theories which science has proven false. Every conceivable guess as to the origin and meaning of familiar phenomena has been exhausted by philosophy. Some of its guesses contain elements of truth, but philosophy cannot determine this; it must be left to science. Science alone gives the true test of human life. The essence of this test is experiment. Philosophy's test is: Is it plausible? Has it logical continuity? Does it suffice the human heart? In other words, its tests are subjective, intellectual, or emotional; its data alone are drawn from the external world.

Can we trust philosophy to tell us what to believe, while we must look to science to tell us what we shall know? If knowledge and belief are of like rank, both must rest upon science. If knowledge implies stability, and belief does not, the latter becomes a word of light meaning, expressive of whim or balance of opinion, and belief becomes ineffective in human life. Along its path life cannot march with courage and success. One ought not to believe where he cannot trust. In Professor Haeckel's recent address, "The Confession of Faith of a Man of Science," he makes an eloquent plea for the acceptance of the philosophic doctrine of Monism as the fundamental basis of science. According to him the primal conception of Monism is that there lives one spirit in all things; that the whole

cognizable world is constituted and has been developed in accordance with one fundamental law—this involving the essential oneness of all things, matter and force, object and spirit, God and nature. There is involved in it the spontaneous generation of life from inorganic matter; the resolution of the vital force in all its appearances into properties shown by certain carbon compounds under certain conditions; it implies the unity of the chemical elements. The inheritance of acquired characters is also made a part of the belief.

Now, these hypotheses which Professor Haeckel puts forward are all possibly true. None of them, however, are the conclusions of science as yet. They meet the conditions of philosophy, being plausible, having logical continuity, and in general satisfying the human heart. Personally, I see no objection against them.

But can we give them belief? Passing over the main doctrine of Monism, with which science cannot concern itself, let us consider the corollaries. Spontaneous generation has been the basis of many experiments. It has been to biology what alchemy has been to chemistry. But we know absolutely nothing of how, if ever, non-life became life. The existence of life in a world once lifeless may seem to render spontaneous generation a logical necessity; but this necessity exists in our minds, not in nature. Science knows no logical necessity, for the reason that we are never able to compass all the possibilities of any given case.

The great bulk of the arguments in favor of the heredity of acquired characters are based upon some supposed logical necessity of philosophy, all of which are alike valueless in the light of fact. These hypotheses are all plausible and acceptable; but if this is sufficient ground for belief, then belief is itself a fraud and a transient thing.

Haeckel defines his use of the term "belief" by applying it to "hypotheses or conjectures of more or less probability, by which the gaps empirical investigation must leave in science are filled up." "These," he says, "we cannot, indeed for a time, establish on a sure basis, and yet we can use them in the explaining of phenomena, in so far as they are not inconsistent with a rational knowledge of nature."

In order to avoid a discussion foreign to my purpose, I wish to separate belief in any of these senses from religion. Belief includes such conceptions and ideas as may be formulated into a creed. Religion implies a condition of the mind and heart rather than any formulation or generalization.

But Haeckel in putting forth his articles of faith, is not content to speak for himself, he would speak for all. "Every honest, intelligent, courageous scientific man," he says, "so far as he is truthful, competent, and brave, shares the same belief." Against this assumption we must protest. I have nothing to say

against the doctrines, save that they are not yet true. As science, however, goes wherever the facts lead, so she must stop where the facts stop. Beyond the range of scientific knowledge exists the working and unworkable hypotheses. Still beyond this is the universe of the mind, the boundless realm of philosophy. Science does not enter this realm. Its primal motive is to regulate life; and this is, in a sense, its ultimate end. If science has any message to man, it is expressed in these words of Huxley: "There can be no alleviation of the sufferings of mankind save in the veracity of thought and action, and in a resolute facing of the world as it is, with all the garment of make-believe thrown off." The history of human thought is filled with the rise of philosophical doctrines, laws, and generalizations, not drawn from human experience, and not sanctioned by science. The attempt to use these as a basis of human action has been one of the most fruitful sources of human misery.

Let us turn for a moment to the positive side of scientific belief. Not long ago, while walking in the garden with my little girl, I told her James Whitcomb Riley's story about the "Goblins will get you if you don't watch out."

"But there isn't any such thing as a goblin," said the little girl; "and there isn't ever going to be any such thing." Mindful of the arguments of philosophic doubt, I said: "Perhaps there isn't any such thing as anything, Barbara." "Oh, yes there is," said she, looking about for unquestioned reality; "there is such a thing as something; there is such a thing as a squash."

In this conclusion of the little girl the reality of the objective world, the integrity of science, and the sanity of man, are alike bound up; and for its evidence we must look to the facts of organic evolution, of which man is a part.

Each living being is a link in a continuous chain of life into which death has, so far as we know, never entered. Each individual is in a sense the guardian of this life chain. Each link is tested by environment. Those creatures unadapted or not adaptable to this environment are destroyed. This environment is the objective universe—the world as it is, not as the creature may imagine it. It is the world of science. Nature is no respecter of persons, and does not pardon ignorance. Her laws and penalties consider only what actually is. Our senses, our reason, our power of action are all concessions to the external world. Adaptation is in essence obedience. Sense perceptions and intellect alike stand as advisers to the power of choice. The power of choice involves the need to choose aright. Wrong choice is punished by death. Death ends the chain of which each creature is a link. The life of the world has been continued by those whose choice has not been fatal. When instinct fails, reason rises to insure safety. At last with man reason comes to be

the chief element in guiding the choice of life. With greater power to know, and hence to choose safely, greater complexity of relations become possible. To those who meet the complex demands of civilization the stores of human wisdom must be open. The mass of civilized men, to whom right choice under new conditions is possible only through following the footsteps of others, are saved to life by instinct of conventionality, helpful impulse. Authority is also an important source of knowledge to the individual, its value being proportioned by the power of the individual to test wisely the credentials of authority.

But instinct, appetite, impulse, conventionality, and respect for authority all point backward—are the outcome of past conditions. "New occasions teach new duties," and new facts and laws must be acquired if men are to remain adequate to the life their own institutions, their self-realizations, and their mutual help have brought upon them. To the wise and competent the complex conditions are no hardship; but to the weak and ignorant, civilization itself becomes an engine of destruction.

In the specialization of life conditions are constantly changing. Every age is an age of transition. With the lowest forms of life there is no safety, save in absolute obedience, which becomes automatic and hereditary. Instincts and impulses survive as guarantees for future obedience, because they are the result of past obedience. In the most enlightened men instincts, appetites, and impulses have their place, and only disappear as reason becomes adequate to take their place.

There is an intense practicality about all this. The truths of science must be stated in terms of human consciousness, and they can never be dis severed from possible human action. Knowledge which can only accumulate without being woven into conduct has never been a boon to its possessor.

In the lower animals it is by automatic devices chiefly that sensation is resolved into motion. Man has also these automatic transfers; but, in addition to them, he has reflex connections formed by habit, through which science is changed to art and knowledge to power. Power and effectiveness are conditioned on accuracy. Failure in sense perception means loss of power, reduction of safety of life, loss of social standing. The sober mind is necessary to secure life. The perverse, the insane, and the stupid live only through the tolerance of others; and the mortality among them is enormous, in spite of charity.

Superstition goes with stupidity and insanity. The condition of mind which is favorable to mysticism, superstition, and reverie, is unfavorable to life. If all men sought healing from the handkerchief of the lunatic or from contact with old bones; if all physicians used revealed remedies, and business was conducted by faith,—the folly of these practices would speedily appear. The fool lives in society only through

sufferance; the weak through altruism. [It is the strong only that endures. Might does not make right; but that which is right must fortify itself by becoming might.

So closely is knowledge linked to action, that, in general, among men and animals, when action is impossible sensation is absent or untrustworthy. Objects too small to be touched are too small to be seen; objects beyond our reach are untruthfully pictured. Accuracy of vision grows less as distance increases. The brain of man in large degree takes the place of acuteness of special senses, and his perceptions are aided by the devices of science. No instrument of precision or scientific experiment can do away with the measure of human experience as the basis of knowledge; but at the same time they throw large illuminations into the "dimly lighted room" in which, according to Haeckel, consciousness takes place.

But how do we know that the knowledge science gives is true? Because we can depend upon it. If it were of the nature of illusion it would kill. We daily trust our lives to the faithfulness of the telegraph wire to transmit the message, to the reading of the thermometer, to the chemist's ability to select food from among the the poisons. Such examples might be multiplied. The relations of life to environment are sufficient answer to the "philosophic doubt." These are inseparable and inexorable. There is no pardon for false steps. "If God should wink at a single act of injustice," says the Arab proverb, "the whole universe would shrivel up like a cast-off snake-skin."

An old parable of life shows man in a light skiff, in a tortuous channel, beset by rocks, borne by a falling current to an unknown sea. He is kept awake by the needs of his situation. He must keep his craft off the rocks. Contact with them will mean disaster. If this were not so he would not heed. He has sensation to warn him, will to choose, and freedom to act, and so, in a measure, his safety rests in his own hands. He may choose his own course, which will not be easy; he may follow the course of others and attain to some degree of their safety. But impulse and conventionality will not suffice in difficult cases. He must have knowledge of the conditions and must resolutely face them.

And thus it comes that it is not well for a man to "pretend to know or to believe what he really does not know or believe." We may play at philosophy, if it pleases us; we may find intellectual strength through the exercise of the mind even on its own products, but we must guide our lives by science. The appetite, impulses, passions, and illusions, if you choose, which have proved safe in the past, science would not destroy; but they must be subordinated to the will and the intellect. This subordination is the culmination of evolution.

Knowledge is worthy only as a guide to action, and knowledge being human, can only be approximate—

not reality, but a movement toward it; so we are brought to the oft-quoted words of Lessing:

"It is not the truth in man's possession that makes the worth of man. Possession makes men selfish, lazy, proud. Not through possession, but through long striving, comes the ever-growing strength. If God should hold in his right hand all truth and in his left hand only the ceaseless struggle to reach after truth, and he should say to me 'Choose,' I would fall in humbleness before his left hand and say, 'Father, give; the perfect truth is but for Thee alone.'"

INSTITUTES.

THE Stanislaus county institute met at Modesto, December 3d, 4th, and 5th. County Superintendent J. A. Wagener secured quite an array of talent, including Earl Barnes, Miss Estelle Darrah, Walter J. Kenyon, Joaquin Miller, and Harr Wagner. The teachers enjoyed the work very much, particularly the evening lectures by State Superintendent Black, Joaquin Miller, and Earl Barnes. Professor Kenyon proved to be an interesting institute worker, and Miss Darrah's charming personality adds piquancy to everything she says. Superintendent Wagener is a wide-awake, progressive Superintendent and his earnest work is having an influence on the schools.

The Tulare county institute was called to order by Superintendent J. S. McPhail, the morning of December 17th. The teachers of Tulare were out in force, and prepared to take an active part in the proceedings. President C. H. Keyes, A. B. Coffey, and Harr Wagner were engaged to deliver lectures, and otherwise instruct the teachers. On Wednesday evening, Harr Wagner delivered his new lecture on "Liberty," with illustrations of historical scenes and characters by the Drummond light, to a very large audience. Professor Keyes, on Thursday evening, lectured on "Manual Training."

and Professor Coffey, on Friday, on "The Fruits of the Press." Superintendent McPhail gave several practical talks on questions pertaining to supervision, and as a presiding officer proved himself a model of promptness and efficiency. He has a large and influential body of teachers, who are working in thorough accord with him in an honest effort to educate the children.

Tehama and Butte counties held interesting sessions of their annual institutes on December 16th, 17th, and 18th.

The Oregon State Teacher's Association held an interesting session in Portland, January 1st, 2d, 3d, and 4th. Agnes Stowell, well known to Californians, had a prominent place on the program.

The Arizona Teacher's Association held an interesting and instructive meeting at Prescott, December 16th, 17th, and 18th. State Superintendent Netherton is making a record for the active interest he is taking in promoting education in the Territory.

The State Board of Education will hold a meeting January 6th. There are a large number of applications for life diplomas to consider. It is also rumored that Governor Budd will investigate State text-book matters. The meeting promises to be interesting.

This is an era of school building, and we regret that we did not get the paper of J. W. McCymonds on "Sanitary Conditions of Our School Buildings," in time to print it. The paper was a plain, practical, sensible treatment of the subject.

The Evening Post had a scorching editorial on the State official journal, and its would-be successors, on the evening of January 5th. It expressed very emphatically the opinion of W. H. Mills on the subject.



Pick out the Bad Boy.

NOTES OF THE STATE TEACHERS' ASSOCIATION MEETING.

EARL BARNES made a model presiding officer. He was magnetic, prompt, cheerful, considerate, fair, and talked briefly, but said much. The Association has not had so able a president since 1890.



The Oakland committee, J. W. McClymonds, chairman, covered itself with glory. The new high-school building was handsomely decorated; the promenade concert was a very enjoyable affair; the church was commodious, and its blue dome harmonious; and the arrangements were complete and comfortable.



The reunion of the Normal School graduates was a pleasant social feature of the meeting. F. K. Barthel, President of the San Jose Alumni, was very popular with the teachers.



The California Science Association held an interesting and instructive meeting. Papers read were technical.



Professor Howison's "Correlation of Studies in Elementary Schools" will be printed at the University, and will be sent free to any one desiring a copy.



Thos. P. Bailey, Jr., the assistant of Professor Elmer E. Brown, talked without manuscript on "The Education of the Human Animal." It is an innovation for a university man to prepare upon a subject so that the manuscript can be left off the rostrum. His address was full of excellent points.



Elizabeth A. Packard, in "The Poet as a Pilgrim," showed a charming appreciation of literature and big sleeves. Her production excelled in choice diction and literary color.



Manual training had an entire half-day, with four able champions—Walter J. Kenyon, Jas. Addicott, W. N. Bush, and C. H. Keyes. The manual training exhibit was excellent, and showed that much work was being done along this line.



The most interesting feature of the Association was the debates. The following people distinguished themselves in discussion: Professor Howison, Professor Gayley, Professor Lathrop, C. H. Keyes, Albert Lyser, Madison Babcock, Washington Wilson, Miss Manning, Mrs. Hood, Lucy Washburn, Professor Griggs, Job Wood, Jr., Elmer E. Brown, P. W. Search, and others.



The publishers had ample space to display new and attractive books for teachers and pupils. The American Book Company had a fine display, in charge of the

Hon. F. M. Campbell. D. C. Heath & Co. had a display, in charge of Caspar W. Hodgson. Their books were artistically arranged and classified, and had many admiring visitors, both for Mr. Hodgson and the books. J. W. Davis had his signs everywhere, and made a large showing of the Educational Publishing Company's books. Leach, Shewell & Co. also had a good exhibit; likewise the "Standard Dictionary." The only local firm was that of the Whitaker & Ray Co. This firm displayed a large and complete assortment of excellent books of their own and Eastern manufacture, and large crowds visited their display, which was in charge of Mr. D. C. Houghton, Alice Rose Power, Chas. M. Wiggin, and C. C. Adams. Upwards of 500 people registered, and requested souvenir copies of THE WESTERN JOURNAL OF EDUCATION.



It has been suggested that a committee be appointed to secure talent to instruct readers at the next meeting in the art of public speaking. It is wrong to have a good thought spoiled by a poor presentation of it.



The election of officers resulted in J. W. Linscott, of Santa Cruz, President; F. M. Miller, San Diego, 1st Vice-President; Miss Deane, San Francisco, 2d Vice-President; Miss Haslam, Santa Cruz, Treasurer; Anna C. Murphy, Secretary; W. T. Hall, Oakland, Assistant Secretary; J. W. McClymonds, Railroad Secretary. The next place of meeting will be San Jose.



Among the County Superintendents present were the following: Miss Margaret Mogeau, San Bernardino; Miss Kate Ames, Napa; Miss Clara March, Yolo; Mrs. E. K. Harrington, Lake; Mrs. H. L. Wilson, Colusa; W. J. Baily, San Diego; J. W. Graham, Kings; J. S. McPhail, Tulare; T. J. Kirk, Fresno; J. A. Wagener, Stanislaus; Geo. Goodell, San Joaquin; A. M. Phalin, Contra Costa; Robert Furlong, Marin; E. W. Davis, Sonoma; G. H. Rhodes, Mendocino; B. F. Howard, Sacramento; Madison Babcock, San Francisco; J. P. Garlick, Alameda; J. W. Linscott, Santa Cruz; Job Wood, Jr., Monterey; F. J. Chapman, Santa Cruz.

Joaquin Miller delivered an instructive and entertaining lecture to the pupils and friends of Partington's School of Magazine and Newspaper Illustration. Mr. Miller was introduced by John P. Irish as the representative of the highest art—the art of poetry—and by one who had immortalized himself in the songs he had written. The poet's subject was "The First Book and the Last." Mr. Partington, and his talented son and daughters, have reason to feel proud of the many expressions of appreciation they received in reference to the school and the entertainment.

The ablest editorial of the year appeared in the Call on Christmas day, entitled "Jesus of Nazareth."

REPORT OF COMMITTEE OF THE COUNCIL OF
EDUCATION ON UNIFORM COURSE OF
STUDY, CORRELATION, ETC.

[This well-considered report was prepared by J. W. Linscott, Elmer E. Brown, Lucy Washburn, P. M. Fisher, and James Foshay. Superintendent Linscott in presenting the report paid a high compliment to Professor Brown for his earnest and effective work along the lines laid down. This report is but the beginning of the organized effort put forth by the Department of Education at the State University for the improvement of our school system.—THE EDITOR]

To the California State Council of Education:

GENTLEMEN—Your committee, appointed at the meeting of the State Council in Santa Cruz, December 28, 1894, to consider the question of a uniform course of study for the elementary schools of this State, begs leave to present the following report of progress:

It was apparent from the outset that the task assigned to this committee was a difficult one. Probably no one who has seriously studied the problem feels competent to give a final answer to all or nearly all of the perplexing questions it suggests. Yet it seems clear that, even in the present unstable condition of educational thought, a decided improvement of courses now in use is possible. In particular, courses which may have been framed with reference to one or two controlling ideas, can hardly fail to receive advantage from an all-round consideration of the subject from various points of view. An eclectic course, taking, indiscriminately, a little here from one school of thought, and a little there from another, is certainly not desirable; but a course framed deliberately, and with definite purpose, after a broad and catholic examination of the subject, is eminently to be desired.

Your committee does not interpret its commission as requiring it to prepare a course complete in all details. We submit that a course that should be absolutely uniform for all sections of this great State could not be the best course for all sections of the State; yet we believe that a far-reaching unification of courses is both desirable and possible. It is only in minor details that a good education for a child in Siskiyou county differs from a good education for a child in San Diego county. An examination of the courses of study now in use in the various counties and cities of the State shows less of fundamental difference among them than is sometimes supposed to exist. In two respects this State has especial advantages, as regards the unification of courses of study; the same series of text-books is in use in all of our public schools, and the schools of each county are organized and conducted under a uniform curriculum, prepared in each case by the county board.

However, it seemed best to your committee not to prepare at once even the outline of a course of study, and propose it for general adoption in the counties and cities of the State. We realize the fact that the course of study is not the real educator. The teachers in our schools are the true educators, and the course of study is intended to serve as a guide and help to them. To accomplish its true purpose, the course of study must be so inwrought with the educational thought and purpose of the teacher who is to administer it, that teacher and curriculum shall together constitute a compact unit of educational influence. To impose upon the schools, *ab extra*, a course of study, no matter how good in itself, would be to encumber our educational David with the armor of Saul.

What is desirable is a course deeply rooted in the educational consciousness of the State—a course in process of healthy growth, and not an article of manufacture. With these considerations in mind, the committee proposed a plan of procedure which should extend over several years; which should enlist the co-operation of all the teachers of the State; the progress of which should be indicated by a series of annual reports, each one going further into the subject than did its predecessor.

The following definite plan was proposed for securing the co-operation of the teachers of the State: That all city and county superintendents of schools be invited to set apart at least one half-day of the teachers' institute for the year, to be devoted to the discussion of certain questions proposed by the committee; that the results of these discussions be summed up in some form of statement, to be transmitted to the committee; and that, previous to the assembling of the institute, and also fol-

lowing thereafter, all of the teachers be requested to devote as much time and thought as possible to the study of the problem proposed. Especial emphasis was laid on the importance of this thorough study on the part of the teachers, and a number of works were suggested for reading, including the reports of the Committees of Ten and Fifteen. The teachers were, moreover, asked to observe carefully the children in the schools, with a view to a better determination of the actual effect and relative value of the several studies.

Every effort has been made to secure the formation of intelligent opinion, rather than the advocacy of preconceived notions.

As a guide to study and discussion for the year, the following seven questions were proposed:

1. *Of the four great branches of study enumerated by the Committee of Ten, viz: Language (including reading, writing, language lessons, and grammar), Mathematics (including number work, arithmetic, etc.), History (including literature and history proper), and Natural Science, should all be studied in each of the elementary grades?*

2. *If any are to be omitted in any of the grades, which, and in what grades?*

3. *If all should be pursued, what proportion of time should be given in each grade to each of the four branches?*

4. *Can any one study be designated in each of the grades which should be regarded as the chief study of that grade?*

5. *Should any one of the four great branches receive a notable increase of attention over that which it now receives in the practice of the schools?*

6. *How far and in what way should the natural tastes and aptitudes of the children be taken into account in determining the work of any given grade?*

7. *How far and in what way should the work be determined by the prospective life work of the children?*

These questions and suggestions were all embodied in a circular addressed to School Superintendents and County Boards of Education of the State of California. The closing paragraphs of this circular read as follows:

"If the plan here proposed meets with your approval, may we ask you to present it to your teachers and enlist their hearty cooperation in carrying it out? Will you kindly send us, within one week of the close of your institute, a copy of any statement or resolutions bearing upon the subject which your teachers may have adopted? We should be particularly pleased to have added to such expression of the views of your teachers an expression of your own views upon the subject. It is our purpose to embody the results of our inquiry in a preliminary report, to be presented at the meeting of the Council of Education next December, and to be made the basis of discussion for the year following. In counties and cities where the institute for the current year has already been held, we would suggest that the attention of the teachers be called to these questions, and preparation be made for their discussion in the next institute; but that in the meantime the Superintendents and County Boards send us an expression of their own views in response to these inquiries, to be embodied in the December report.

"The committee has not been authorized to incur so great an expense for printing and postage as would be involved in sending a copy of this circular to all the teachers of the State. We should esteem it a great favor if Superintendents would undertake to send out from their own offices a circular embodying the whole or the chief part of the matter here presented.

Copies of this circular were sent also to a number of the leading educators of this State and of the East, and expressions of their views solicited.

The remainder of our report falls naturally into three divisions: (I) A summary of the responses received to this circular; (II) Such discussion of the questions proposed as the committee is prepared to present; (III) Definite proposals for the continuance of the inquiry.

I. SUMMARY OF RESPONSES TO THE COMMITTEE'S CIRCULAR.
[In preparation.]

II. DISCUSSION OF THE QUESTIONS PROPOSED.—Of the questions proposed by the committee, the most fundamental are those numbered 6 and 7. It is evident from the answers sent

in to the committee that these questions have been variously interpreted, and a restatement seems desirable.

It was not the intention of the committee that these questions should relate to individual differences among pupils. They were meant to be of general application, having to do with those broad psychological characteristics in which all children share, and those broad social conditions to which all are, in divers ways and varying degrees, subject. The question of the weight to be attached to individual differences may reasonably receive separate consideration.

Your committee would accordingly propose the following revised form of questions 6 and 7:

6. *How far and in what ways should the work of the several grades be determined by the prevailing tastes and aptitudes of children of the age commonly found in each of those grades?*

7. *How far and in what ways should the work of the several grades be determined by the need of preparation for the duties of life in human society?*

We would also propose the following additional questions:

8. *Are there other general principles which should have influence in the determination of the course of study?*

9. *How far and in what ways should provision be made for the recognition of individual differences among pupils?*

In the questions as originally proposed by the committee, these fundamental inquiries were placed at the end of the list. This arrangement was intentional. We believed that in the consideration of the more immediately practical questions—numbers 1 to 5, inclusive—thoughtful teachers would become impressed with the fact that their conclusions throughout depended upon the point of view, and that they would be the more disposed for that reason to subject their own point of view to serious scrutiny. In this we have not been disappointed. The discussions in several of the teachers' institutes and elsewhere have revealed a growing disposition to inquire into the reasons underlying the opinions expressed.

If we mistake not, current discussions of the school curriculum reflect now chiefly the one, now the other, of the two general views of education referred to in questions 6 and 7, respectively. The one view is chiefly psychological; it would determine the course of study by what it finds within the child. The other is chiefly sociological; it would determine the course by considerations from without. On the one hand, Plato said long ago: "The purpose of education is to give to the body and to the soul all the beauty and all the perfection of which they are capable." On the other hand, we have this from Milton: "I call, therefore, a complete and generous education, that which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war." In more recent times, we have the familiar definition of Stein: "Education is the harmonious and equable evolution of the human faculties by a method founded upon the nature of the mind for developing all the faculties of the soul, for stirring up and nourishing all the principles of life, while shunning all one-sided culture, and taking account of the sentiments on which the strength and worth of men depend." And, still more recently, we find Joseph Payne saying: "The science of education is a branch of psychology." On the other hand, the Committee of Fifteen has said: "Your committee is of the opinion that psychology of both kinds, physiological and introspective, can hold only a subordinate place in the settlement of questions relating to the correlation of studies. The branches to be studied, and the extent to which they are studied, will be determined mainly by the demands of one's civilization. These will prescribe what is most useful to make the individual acquainted with physical nature, and with human nature, so as to fit him as an individual to perform his duties in the several institutions—family, civil, society, the State, and the Church. But, next after this, psychology will furnish important considerations that will largely determine the methods of instruction, the order of taking up the several topics, so as to adapt the school-work to the growth of the pupil's capacity, and the amount of work, so as not to overtax his powers by too much or arrest the development of strength by too little. A vast number of subordinate details belonging to the pathology of education, such as the hygienic features of school architecture and furniture, programs, the

length of study hours and of class exercises, recreation, and bodily reactions against mental effort, will be finally settled by scientific experiment in the department of physiological psychology."

It appears, then, that we have before us two widely divergent views, the practical consequences of which are direct and important. Is, then, the course of study to be shaped with reference to the all-round, harmonious development of power which we find in germ in every normal child, and which we find coming into prominence in a more or less regular sequence through the period of growth? And, if so, what principle shall determine wherein such "all-roundness" and "harmoniousness" consist? Or is the course to be shaped with reference to preparation for life in the institutions of society—preparation for self-support, intelligent obedience to law, patriotic devotion to the common weal, effective coöperation with one's fellows in the varied relations of life?

Doubtless both considerations must be taken into account. But how are the two to be adjusted to each other? This is a problem calling for thoughtful study, and we commend it to the teachers of the State as a subject for their investigation and discussion during the coming year. The paragraph quoted from the report of the Committee of Fifteen is highly suggestive and stimulating, and will repay extended consideration. We believe, moreover, that these questions will suggest the need of a more minute examination of the psychology of development than has yet been undertaken, as well as a more critical inquiry into the bearing of recent investigations in the domain of social science.

The classification of studies adopted by your committee agrees in the main with that employed by the Committee of Ten. We were influenced in the selection of this particular scheme of classification by the following considerations: Some classification seemed necessary, in order to obviate the danger that the discussion would become hopelessly entangled in the multitude of subjects entering into the ordinary school course. A general survey could be obtained only by grouping subjects under a few great heads. The teachers of the State are already somewhat familiar with the grouping employed by the Committee of Ten, and its influence has been felt in the arrangement of recent courses in some of the counties. This grouping is, moreover, a good one, and brings into prominence some of the most essential relationships between the several studies. The most serious objection to the scheme, in the judgment of your committee, is the fact that it does not adequately take into account an important group of subjects having to do with the expressive and constructive aspects of the child's activity, Drawing, music, and various forms of manual constuctive-ness are widely recognized as entitled to an honorable place in the curriculum of the lower schools. Many schools, however, have as yet found no regular place for those subjects in their programs. It seemed best to your committee to begin with the comparatively simple scheme of the Committee of Ten, which embraces the subjects taught in all of the schools; but in postponing to another report the consideration of these other highly important branches, we would not be understood as in any degree prejudicing their claim to general recognition.

It will be observed that in one important particular the classification here adopted varies from that found in the report of the Committee of Ten. In that report, studies in literature are brought under the heading of language. In the questions proposed by this committee, studies in literature are grouped with those in history. The reasons for this change may be briefly stated. It emphasises the close connection between literature and history in the lower grades. Moreover, it makes a sharper division between what we may call the knowledge studies, on the one hand, and the more formal studies, on the other. It is evident that no absolute distinction can be made between "formal" studies and "knowledge" studies; but in the classification here adopted, it will be generally agreed that the groups of language and mathematics are predominantly formal in their character, and the groups of history and natural science include what may more properly be called knowledge subjects.

This classification differs also from that of the Committee of Fifteen in two or three particulars, chiefly in that it fails to as-

sign an independent place to 'geography. Geography may be regarded as belonging in part to natural science and in part to history. The current view of the study places it mainly in the category of natural science. We may regard it provisionally as belonging to that group, and postpone more extended discussion of the subject to another report.

The older curriculum, represented by the three R's, reading, writing, and reckoning, belonged almost wholly to the formal side of the classification we have adopted. The education provided by that curriculum was highly practical, in that it devoted attention chiefly to the mastery of studies that might serve as tools for the later acquisition of knowledge. It had, moreover, a high disciplinary value, in that the subjects, being intrinsically of minor interest, made large demands upon the exercise of voluntary or forced attention on the part of the learners. In recent years strong protests have arisen against this earlier curriculum, because of its barrenness of ideas and its lack of far-reaching and fruitful interest. A reaction has come about which consists chiefly in the introduction of interesting and instructive material, drawn from literature, history, and natural science. The center of gravity of the work of the elementary schools has been shifted, so to speak, from the side of the more formal studies to the side of the knowledge studies. This change has been, perhaps, more theoretical than practical; yet it has undoubtedly exercised a profound influence upon the practice of the schools. In the consideration of the first five questions proposed by your committee, we are concerned chiefly with the proper proportionate adjustment of the work in these four groups of subjects; and more especially with the consideration of the relative place of the formal and the informational groups.

It is to be observed that the complaint of the overloading of the curriculum, which has become general in recent years, is largely due to this movement toward the introduction into the course of much useful and interesting knowledge. An important practical difference between the two sides of the course has come to light. It has been seen that the choice of topics is a much more difficult matter on the side of knowledge than on the formal side. In the pursuit of the formal studies, certain kinds of skill are to be acquired, certain processes to be mastered, a certain training of the powers of thought is to be secured. These things are relatively definite, and the serious questions which arise relate chiefly to minor details. Children must learn to read, to write, to spell, to pronounce correctly and distinctly, to express themselves with grammatical propriety, to understand the relations of the different parts of the sentence, one to another; they must learn to add, subtract, multiply, and divide, to use common and decimal fractions, and to understand the reasons for some of the more advanced processes of arithmetic. When we come, on the other hand, to the arrangement of studies in literature and in natural science, a wide range of possibilities is open. There is so much which children should know, the knowledge of which is distinctly advantageous, that it seems impossible to frame a satisfactory course without making it almost encyclopedic in its character. Experience and reason show that the course cannot be made encyclopedic. The ideal of all knowledge, so fondly cherished by Comenius, cannot be attained in the elementary schools. The true wisdom of the framers of courses of study on this side must lie in the wise choice of materials; and the determination of the principles which should govern such choice is one of the most important problems involved in the shaping of a course of study. Certain principles of choice will be suggested in a later portion of this report.

Attention may be called to another marked difference between the two sides of the course of study: While it is possible on the more formal side to secure relative perfection of attainment on the part of the pupils, and the degree of excellence attained may be readily tested, the chief value of the studies of the other groups is found in the fact that they exercise a far-reaching and often impalpable influence upon the thought and sentiments of the learners. The formal studies can be pursued under pressure, and in them facility, quickness, and perfect accuracy can be sought; in studies in nature and literature and history, on the contrary, the loving and eager pursuit of the subject on the part of the children is to be chiefly desired.

Strict accuracy has its place here, too, without doubt; but it is not the chief desideratum. Particularly in the primary grades, the main care of the teacher in respect to these branches must be to bring the children into sympathetic association with the things studied. Time must be allowed for the growth of living appreciation. Here "the husbandman waiteth for the precious fruit of the earth, and hath long patience for it until he receive the early and later rain."

We have been concerned thus far with the general characteristics of the two great divisions of the course of study, with reference to both the primary and grammar grades of the elementary school. We may pass now to a more particular examination of the several groups of studies, with especial reference to the primary grades. The primary schools of California contain sometimes four, and sometimes five or more, grades, including the "receiving class." The statistics in the hands of the State Superintendent of Public Instruction seem to indicate that one-half of the pupils who enter our public schools drop out before the grammar grades are reached. The public good demands that this fact be taken into account in shaping the course of study. The work must be arranged with reference to securing a degree of completeness before the point is reached at which a majority of the pupils are no longer under instruction. Doubtless a course can be so constructed that the needs of this majority can be met without serious disadvantage to the more promising minority. Besides, under a good course of study in the hands of good teachers, the average age at which pupils leave school can be steadily raised from year to year. But the question as to what will be most advantageous to those who take only the abbreviated course must be fairly met.

Attempting to sum up the chief services which the primary school should render to its pupils, we may present the case somewhat as follows: (1) In the first place and chiefly, the children should be taught and trained in the exercise of certain moral virtues; they should learn to be obedient, orderly, self-respecting, cleanly, and industrious. What is perhaps of still more importance, they should be led as far as may be to take a lively interest in some of the better things of life. To give them a love for school, and still more a love for knowledge, and to quicken their individual aspirations after better things, should be among the chief endeavors of the teachers in the earlier grades. (2) They should be given command of the tools on which future progress depends. In other words, they should be taught to read, to write, and to reckon. These tools are not only necessary, if they would make any progress by themselves after leaving school, or, indeed, if they would discharge the mere routine duties of citizenship, but are also necessary to any effective prosecution of higher studies in the school. (3) They should be introduced to the fields of useful and interesting knowledge, and be given such a start in the pursuit of knowledge that they may be expected to make some progress therein after leaving school.*

The second of these requisites finds reasonably definite provision in the course of study. It is met by the earlier work in language (reading and writing) and by the more mechanical processes in number. Nature studies and easy studies in literature are among the materials of instruction best calculated to meet the first of the requisites mentioned. The same materials are available for the third purpose; but the knowledge of these subjects which can be imparted to little children constitutes a much less important result of their schooling than do the habits, sentiments, and aspirations which may be associated with their small acquisitions in literature and the knowledge of nature.

We may accordingly regard the course of study of the primary school as made up, on the one hand, of definite material of instruction in language and number, and, on the other hand, of a wide range of possible material of instruction in nature

* "We are in substantial accord with the French Commission on Primary Education. The commission thought that the infant schools would have fulfilled their office, if the children who came from them were in good health, if their minds were open rather than full, and their young consciences were awakened, if they had contracted good habits; if, in addition, they knew a little reading, writing, and counting, and especially if they had learned to love school."—*Revue Pédagogique*.

study and literature. We may say that attainments in language and number—or at least in language—are necessary to the prosecution of higher work; and the pupil's progress here can be definitely ascertained. Nature study and literature probably affect the character of the child more vitally, but progress in these studies is too subtle to be accurately measured; we can only guess at the pupil's real gains through signs of awakened intelligence, interest, and love for the things he has studied. The studies, then, that are necessary for promotion from grade to grade in these earliest years are language and (possibly) number; while nature study and literature are among the teacher's choicest means of achieving the finer and more impalpable results of school work. It seems fair that primary school teachers should meet a substantial requirement of instruction in language; and that they should have secured to them some reasonable portion of the school day in which to give that other instruction which prepares for no sort of mechanical test, and which is chiefly valuable for the spirit which it evokes.

Provision should be made for both sides. It is likely that in the first year more than half of the time will of necessity be devoted to the language side—to learning to read and write; and throughout the primary grades the language studies will require a proportionately large time allotment. The lack of knowledge can more easily be supplied after the pupil has left school than can the lack of tools of acquiring knowledge. The primary schools must not fail to secure to their pupils as thorough a training in the English language as time and the ability of little children will permit. A skillful teacher can give the finest essence of elementary instruction in nature study and literature without taking from the time actually needed for language studies. Time is easily wasted on either the one side or the other.

But here a striking characteristic of the work of the elementary school, and particularly of the primary school, should be mentioned. The several branches of study are not sharply separated one from the other as in the secondary school. Its sciences are not true sciences, and no attempt should be made to make them such. It is a common practice of many progressive teachers to render the necessary work in reading, language lessons, arithmetic, and other formal studies more attractive by associating the instruction in these branches with interesting material in literature, history, or nature study. Some combination exercises of this sort are intended to answer to a definite idea of the real correlation of subjects. Others are characterized with less clearness of purpose, and often lead to confusion of ideas. Though the subjects of instruction in the lower grades are not so sharply differentiated as in the higher ranges, some lines of differentiation are important, and cannot be obscured without detrimental results. We purpose considering, in a later report, the general subject of the correlation of studies. All serious and intelligent efforts toward a true correlation deserve every possible encouragement. We can give no better word of caution against the pitfalls of superficial combination of subjects than to call attention to the repeated utterances of Alexander Bain upon this topic (in "Education as a Science"; especially chapter IX on "The Mother Tongue").*

The tools of learning become significant only as they are applied to real material of knowledge. The forms of language, number, etc., must be applied in use to some content or other; and it is important that there should be selected for this purpose a content having the greatest possible value in itself. The caution which we suggest is directed against the danger of confusing form and content in instruction, and the closely related danger of distracting the attention of pupils by pursuing diverse ends within the same short recitation period.

We may refer briefly to the problem of the relative place of the two great branches of formal instruction, language and mathe-

matics, particularly in the primary school. Lest there should be a possible misunderstanding in the use of terms, we may repeat here, that in the language group is included, for the present purpose, the work in learning to read, write, and spell, as well as the instruction that goes commonly by the name of language lessons; and that the term mathematics, including at the present time in the usage of most primary schools merely number work, should cover also any elementary exercises that may be given in the schools preparatory to the study of geometry.

So far as the lowest grades are concerned, there can be no doubt that the various lines of work in language must take precedence over the elementary work in mathematics. It is a significant fact that each great, new expansion in the child's intellectual horizon is associated with and largely brought about by a marked increase in his command of language. We can scarcely realize the immense advance which the baby makes in learning to talk. In like manner, his entrance upon school work marks another great stage of progress, in the acquisition of the power to read and write. We may hesitate to say with the Committee of Fifteen, that "The whole elementary course may be described as an extension of the process of learning the art of reading." Yet the successful prosecution of the later work in all branches of study depends in large measure upon the early instruction in language. Observant teachers have often been heard to declare that the chief difficulties they met with in the teaching of arithmetic and other branches resolved themselves into difficulties in the use of language. In no other group of subjects, certainly, does the failure to do thorough work in the lower grades of the school affect more disastrously all later instruction.

We cannot agree, however, with those who would banish all work in number from the lower grades. We believe that most children take a natural interest in numbers, and there appears no good reason why they should not acquire a considerable degree of facility in handling the simpler combinations of numbers in the primary school. In the first grade, number work should not be allowed to interfere with the effective prosecution of the work of learning to read. It will probably be a gain in the long run to do none but incidental work in number in this grade. And in the primary grades above the first it seems desirable that such instruction as is given in number should relate chiefly to the mastery of mechanical processes.

As bearing upon the question of the relation of the formal side of school work to the knowledge subjects, especially in the lower grades, we may quote a suggestive passage from a letter of Principal F. L. Burk, of the Santa Rosa schools: "If by language is meant the power of the child to classify and name facts of consciousness which are clearly in his mind, then I would be inclined to say, in answer to question 4, that in the lowest primary grades he will be kept very busy naming and classifying the facts which he has gathered prior to his entrance into school life—the facts of concrete quantity, of scientific relation, and of emotion; and I should be inclined to protest seriously against work which should have for its chief end the addition of raw objective facts—indeed, at any point of school education it is to be questioned whether addition to the store of raw facts should take precedence over the business of arrangement. If we schoolmen will look after thorough digestion, the mind will win the food."

Your committee is not prepared to enter into any formal discussion of the relative place of the two great lines of study on what we have called the knowledge side of the course. As regards nature study, an interesting line of inquiry is opened up by the paper of Dr. E. P. Rowell, published in the *Pacific Educational Journal* for April, 1895. No other line of work attempted in the elementary schools is in so chaotic a condition at the present time as is our nature study. Probably one reason for this state of things is that suggested by Mr. Rowell—that courses have been mapped out in this department without taking into account the actual state of the children's natural interest. Another reason, which may be at bottom the same, is that in this study no valid sequence of topics seems to have been discovered. These aspects of the question call for careful and extended investigation. On the side of history, and particularly of those simple forms of narrative which form the introduction

* In chapter X of the same work occurs this significant passage: "I have everywhere maintained as a first principle of the economy or conduct of the understanding that separate subjects should be made separate lessons. This is not easy when two studies are embodied in the same composition, as language and meaning; in that case the separation can be effected by keeping one of the two in the background throughout each lesson."

to history, as far as little children are concerned, interesting inquiries into the choice of material have been undertaken in the State Normal Schools at San Jose and Los Angeles.

Your committee offers this incomplete and wholly inadequate discussion of the general subjects entering into the primary school course in the hope that it may at least stimulate the teachers of the State to further study of this great problem. In apology for the fact that this report undertakes to give very few definite answers to the questions proposed, we may say that your committee takes the same attitude which it has urged the teachers of the State to assume—an attitude not of advocacy of opinions, but rather of the candid search for truth. Of the questions raised, the one offering the greatest practical difficulties is that relating to the time allotment. There is undoubtedly danger of attempting to make schemes of time allotment too minute. Yet the inquiry which this question has aroused seems to your committee likely to prove highly beneficial, in that it leads to a close examination of the present practice and of the reasons underlying it. The quantitative aspect of the first five of the committee's questions centers in this question of time. We believe that this may profitably be continued as one of the questions for consideration during the coming year.

The qualitative problem of the determination of the principles which should govern the choice of materials on the knowledge side, is one demanding long and patient study. We venture to suggest certain principles, a consideration of which may prove suggestive to those interested in undertaking the investigation of this problem:

It would seem that, since it is impossible to secure encyclopedic knowledge, such topics should be selected for the purpose of instruction as will present convenient centers for the organization of knowledge that may be acquired later. Other things being equal, material should be chosen which will be significant for the higher studies in the same subjects; but this does not imply that the elementary work should present an outline of the sciences, literature, and history to be studied later. It should rather begin with what is nearest to the child, whether locally or in respect to his natural tastes and aptitudes. It should be material of such a character as may be most likely to insure a lively participation on the part of the child and to lead him to desire a long-continued and loving association with the thing studied. It should be material with which the teacher has already enjoyed such long-continued and loving association. Thomas Arnold once said: "That which we know and love, we cannot but communicate; that which we know and do not love, we soon, I think, cease to know." Especially in the lower grades, latitude should be allowed to teachers to select topics which they can teach best. Especial pains should, moreover, be taken to select material which has a vital and stimulating ethical significance.

Whatever choice is made, it is incumbent upon those who choose that they have abundant reason for selecting the few things that are taken in preference to any of the multitude of things which must be passed over.

III. RECOMMENDATIONS. Your committee would respectfully present the following recommendations:

A. That a sufficient number of copies of this report be printed to supply all of the teachers of this State, and to provide for such distribution to representatives of the press and others as may seem needful to the committee in the further prosecution of its work.

B. That the State Teachers' Association be asked to appropriate the sum of one hundred dollars to be expended by the Council in the publication and free distribution of this report, in the printing of such circulars as may be required for the furtherance of this discussion and investigation, and in the payment of necessary postage.

C. That all County and City Superintendents of Schools in this State be requested to transmit copies of this report to all teachers in the public schools of their respective counties and cities, and to set apart each one day of the county or city teachers' institute of the year 1896 for the discussion of the questions proposed by your committee.

D. That all teachers be requested to give serious thought and study to the problems presented in these questions and to participate in the discussion of the same in the teachers' institutes; and that the institutes be invited to sum up and transmit to this committee the results of their discussions, whether embodied in the form of resolutions or in any other convenient form.

E. That the public press of this State be invited to participate in the discussion of these questions.

F. That this committee be authorized to appoint such advisory committees and sub-committees as it may deem desirable for the better prosecution of its investigation; and that for this purpose it be not limited to the membership of either the Council or the Association.

G. That one half-day session of the next meeting of the State Teachers' Association be devoted to the presentation of reports of further progress of this investigation and the discussion of the same.

H. Your committee would recommend that the discussions of the coming year be directed to the following questions:

3. *What proportion of the time in each grade should be devoted to each of the four groups of studies, (1) Language, including reading, writing, language lessons, and grammar; (2) Mathematics, including number work, arithmetic, algebra, geometry, etc.; (3) History, including literature and history proper, and (4) Natural Science, including observation lessons, nature study, and geography?*

6. *How far and in what ways should the work of the several grades be determined by the prevailing tastes and aptitudes of children commonly found in these grades?*

7. *How far and in what ways should the work of the several grades be determined by the need of preparation for life in human society?*

8. *Are there other general principles which should have influence in the determination of the course of study?*

9. *How far and in what ways should provision be made for the recognition of individual differences among pupils?*

10a. *What studies from the mathematical group should be pursued in each of the grades?*

10b. *In what grade should the study of common fractions begin? In what grade should provision be made for teaching the addition of common fractions by finding the least common multiple of their denominators?*

10c. *In what grade should the study of decimal fractions begin?*

10d. *In what grade should the analysis of problems begin?*

10e. *In what grade should the learning of tables of denominate numbers begin? What tables should the pupils be required to learn?*

10f. *What topics in percentage should be taught in the schools?*

10g. *Is it desirable that the work of each grade should deal with one topic, or small group of topics, in arithmetic; or should work in all of the main topics be continued through several grades?*

10h. *What place should be given to mental arithmetic?*

10i. *What topics in Algebra should be covered in the course for the grammar school?*

10j. *What should be the general scope and character of instruction in geometry in the elementary schools?*

10k. *What instruction in bookkeeping should be undertaken in the elementary schools?*

We would call attention also to certain other questions of great importance, which are not proposed for regular discussion this year, but which it is our intention to bring up for extended consideration at some future time:

What kind and what amount of manual training is desirable and practicable in the elementary schools? Should a difference be made between the schools of cities, those of small towns, and those of country districts in this particular?

[Doubtless much light will be thrown upon this question by the discussions at this present meeting of the State Association.]

What principles should guide in the choice of literary material for use in the several grades?

What principles should guide in the choice of topics in nature study in the several grades?

What degree of excellence in language work may reasonably be expected of pupils in the several grades? What allowance must be made for the lack of home training in language, and for differences in nationality? In what way should the study of formal grammar be introduced?

What correlation or "concentration" of studies is possible and desirable in the several grades?

So many teachers have asked for guidance in reading upon the general subject of the course of study, that we repeat the list of books suggested in our first circular, and make some additions to the same:

The two works that are especially recommended are "The Report of the Committee of Ten on Secondary School Studies," and "The Report of the Committee of Fifteen." (These are published by the American Book Company, and by other publishers of educational works.)

White, Emerson E. *The Elements of Pedagogy.* (Chicago: American Book Company.)

McMurry, Charles A.: *The Elements of General Method.*

By the same author: *Special Method for History; Special Method in Reading; Special Method in Geography.* (Bloomington, Ill.: Public School Publishing Company.)

Hill, Thomas: *The True Order of Studies.* (New York: G. P. Putnam's Sons.)

Parker, Francis W.: *Talks on Pedagogics.* (Chicago: E. L. Kellogg & Co.)

We may add the following titles of works which will be found helpful, either upon the subject as a whole or upon particular points:

Compayre, Gabriel: *Lectures on Pedagogy.* (Chicago, D. C. Heath & Company.)

Bain, Alexander: *Education as a Science.* (New York, D. Appleton & Company.)

Lange, Carl: *Apperception, Monograph on Psychology and Pedagogy.* (Chicago, D. C. Heath & Company.)

McMurry, Charles A.: *A Course of Study for the Eight Grades of the Common School.* (Bloomington, Illinois, Public School Publishing Company.)

Prince, John T.: *Methods of Instruction and Organization of the Schools of Germany.* (Boston, Lee & Shepard.)

Those who have access to the Annual Report of the Board of Education of Massachusetts for 1893-94 will be interested in the new course of studies for elementary schools given in pages 305-429 of that document.

In conclusion, we would express our high appreciation of the co-operation we have received in the labor of the past year. So many have rendered valuable assistance that it would be difficult to make individual mention of those to whom we are most indebted.

All of which is respectfully submitted.

SOME THOUGHTS ON SCHOOL SUPERVISION.

BY THOS. J. KIRK, COUNTY SUPERINTENDENT, FRESNO, CAL.

SCHOOL SUPERVISION is probably more comprehensive than any other educational theme that can be discussed, for with efficient supervision, proficiently applied, all other school questions would take care of themselves and an educational millennium might be claimed to be right at hand.

That school administration naturally and plainly consists of two distinct departments—the business department, and the department which supervises the instruction—there can be no question, but is there not a question whether President Draper be correct in intimating that the duties in each of these departments are expected to be performed by separate and distinct authorities? Is he correct in claiming that the business affairs of a school system may be well managed by any citizen of common honesty, correct purpose and business experience? These alone?

Is not the ideal system, rather, that in which these two departments are considered as being closely related at every point

and as needing such supervision as will recognize the due importance of both without partiality for either? In other words, ought not State, county, and city superintendents to be educational experts as well as men of business experience and sagacity?

It is interesting to trace the history of school supervision in the different States. It is much alike in all. A State educational officer, variously designated commissioner, inspector, director, superintendent, was early provided for, but county and city superintendencies are offices of comparatively recent creation. The first city superintendent was chosen in Providence, Rhode Island, in 1840. Boston followed in 1850. County superintendency, it is safe to say, is not more than thirty years old in a majority of the States, and in not a few it has been provided for within the last fifteen or twenty years. Some are just now introducing county supervision.

At first these offices were more nominal than real. These officials were little more than mere disbursing officers. The duties prescribed for them looked mainly to a careful accounting and a faithful application of school funds. To visit schools, inspect and direct the instruction, were rarely or never intimated. The offices were held in connection with those of other State or county officials. The office of State Superintendent was in many instances in connection with that of Secretary of State, and in one or two States with that of the Governor. That of county superintendent was held in connection with that of county clerk, county judge, county auditor, and sometimes with that of county coroner. Several of the counties of California, until recently, had some of these combinations.

The advancement of educational matters is perhaps nowhere more plainly shown than in the greater importance, larger powers and increased responsibilities and duties which have been imposed upon these officials. State Superintendents are practically now the school law-givers in their respective States. Their opinions and decisions are duly respected and have all the force of law until otherwise determined by a court of competent jurisdiction. And, at the present time, a man more of all-work and of every calling cannot be conceived than that which the office of county superintendent demands; especially is this true in the case of the office of county superintendent in the State of California. He is called upon to perform the duties of teacher, financier, lawyer, judge, architect, arbiter, etc. He must have some knowledge of all things, and he is expected to be a specialist in many things. In him the qualifications of the scholar, the business man and the professional man are supposed to be combined in due proportions and to be exercised with just correspondence on all needed occasions. The more proficient in each and all of these requirements the better equipped is he for the demands of the position. How few among our numbers approach the full measure of these requirements. It is unreasonable to expect any to be so generally and so abundantly equipped, but the ideal superintendent may readily be conceived.

Public schools in America began with the district system, and it was Horace Mann who pronounced it the most disastrous feature in the whole history of educational legislation. Where it obtained, years will still be required to eradicate its evil effects.

In the earlier years each individual school was a law unto itself. Cities, even, were divided into independent school districts and were controlled by local committees. Schools were efficient or neglected, according to district management. Unity of effort was out of the question. Co-operation, correlation, concentration, or any sort of combination was not dreamed of in the school days of our fathers. In all, or nearly all, of the States, at first, excepting California, the entire revenue for the support of schools was raised by district taxation, or by local rate-bill subscription.

This system, in whole or in part, still prevails in many of the States, impeding the progress of an educational system.

The district system means inequality in the provisions for general education. It thwarts the fundamental purpose of the State in designing education for *all* of its children. Poor schools where good schools are most needed are invariably the results. The progressive communities provide for and maintain good schools, but those communities which are poor and indifferent to education will have poor and indifferent schools.

Those who have lived in the States east of the Rockies know what contrasts often exist between schools in the same county, in the same township. The contrast was most strongly marked between the city schools and the schools in the towns, villages, and in the contiguous country districts.

The city of Peoria, Illinois, which for a few years was my home, is situated in the county of Peoria. About twenty years ago it had a population of 30,000, the entire county of Peoria a population of about 60,000. The city, even at that time, was famous for its well-supervised schools, its commodious and well-furnished school buildings, its annual school term of ten months. But on a visit to the small towns, villages and country school districts, in the county outside of the city, where half the county's population lived, one would see the scantily provided school house, the poorly paid school-teacher, the three to five months annual school term. The children outside of that city as well as those inside of it, belonged to the county of Peoria, to the great State of Illinois. The explanation is that under the district system which prevailed at that time the city of Peoria, in which was concentrated the wealth of Peoria county, was not made to contribute to the support of the weak country districts contiguous to it, and the great city of Chicago, a hundred miles away, sustained no more educational relation to those country districts than did the city of Montreal in a foreign country. The contrast was perhaps for years more strongly marked between the schools of Boston and those of the country districts near that city. Since that date there has been important educational legislation in Illinois and Massachusetts, and those States to-day, to a greatly increased extent, are enjoying the benefits of a State school system; a liberal general State tax is now annually imposed for the support of their public schools.

"Individuality, community pride, localized effort are essential to success," but a school system which connects the weaker schools with the stronger ones, which centralizes the authority of management, is a system which promotes the interest of all without hindrance to any.

The founders of the school system of California were men who knew from experience the defects of the district system and succeeded in establishing here a State system, with provision for State school taxation, State supervision, and provision for subordinate yet, in a sense, co-ordinate county and city supervision.

This leads me to suggest that we who are to-day aiding in directing the educational Ship of State might do well to take our bearings and consider whither we are sailing. Are there any signs of our heading toward the shoals of the district system? Are we maintaining that bond which in strength should hold together the weakest country district and the most efficient city school in a common union?

Those who are familiar with the educational history of California remember well the anxiety that was felt by the friends of our State school system in 1879, the time of the adoption of the New Constitution. It was then feared, and it may be that those fears were well founded, that, taking away the powers of the State Board of Education and localizing more the management of public schools was a step backward. It may be, and perhaps is a fact, that our educational advancement during the past decade has been, in spite of this change, rather than any advantage given by it. Certain it is, that in the matter of uniformity so much desired in requirement for teachers' certificates it was a backward step, and an early return to the former method, or something like it, should be sought in a Constitutional amendment. Either through additional power to be vested in the State Board, or by a common move on the part of all county and city Boards of Education, a more uniform course of study should be adopted. With the course suggested by the Committee of Fifteen for primary and grammar grades, which course is generally so well received, there should be little trouble in coming to an agreement on this matter. Are there any tendencies in the administration of our schools toward such a condition as instanced in the case of Peoria twenty or thirty years ago? Are there any indications that our larger cities are becoming in a degree selfish and forgetful of the fact that they are a part of our State educational system? Do they, in their local pride and material

independence, sometimes cease to remember that they are connected in the cause of public education with the smaller cities, towns, villages and country districts?

The answer might be, that so long as the present State law for a general State school tax remains, there is no need of concern about this matter. But experience has shown that a law may sometimes become a dead letter. If the State school system be right; if that for which Horace Mann and other great educational lights labored so arduously to secure be correct, right and just; if the general purpose of public schools be for the training and the education of *all* the children of the State, then the school advantages for the smaller and weaker communities should be as nearly co-equal with those of stronger and wealthier communities as different conditions will admit. The differences should be based upon the special provisions necessary in caring for a greater aggregation of children. There are at present in the State of California 323,000 school-census children. Of these the nine largest cities have a little more than one-third, or 119,000. The other two-thirds—or 214,000—are found in the smaller cities, towns, and country school districts; and yet, at educational gatherings, and too frequently in the halls of legislation, school matters are discussed and legislated upon as though there were no parties in interest excepting cities having Boards of Education and City Superintendents. In consequence, may not the common school law contain the words "Except in cities having Boards of Education" a little oftener than really necessary.

It is admitted, and the statement is worthy of repetition, that success depends largely on local pride, individual, personal, localized effort. Who among us is not delighted to see the march of progress which our cities are making? Visiting educators from other parts of the State rejoice in being here on this occasion to behold these newly constructed, magnificent, and well-furnished school buildings in the city of Oakland. All true Californians are pleased to learn of the growth and the interest in educational affairs which are seen and talked about in Los Angeles and other cities of our State.

In a comparison of the conditions and the provisions for education in our cities with those for our towns and country districts it is a case of loving Caesar not less but Rome more. No less than ten cities of the State are to-day exercising the power of providing special school funds without a vote of the people; the rest of the State is prohibited from so doing. In this I see a possible trend indirectly toward the old district system. Cities with concentrated wealth, under a general State school tax, pay more money into the general school fund, State or county, than they get back in redistribution. Hence, without strong patriotic sentiment, without State pride, without a feeling of relation to the country about them, cities would naturally be in favor of abolishing the State or general school tax or of reducing it to a minimum, that they might be left to themselves to support their schools. Therefore, if cities could not raise special funds annually, except by the precarious method of popular election, their strong influence could be depended on for securing a liberal fund by general State and county taxation. At any rate, if this special favor is to be continued in cities—in cities of the third, fourth, and fifth classes—why not extend it, with some restrictions wherein necessary, to smaller cities, towns, and even to country districts?

In many of our cities a supervising principal, with few or no classes to teach, is presumed to earn a good salary in inspecting the work and giving instruction to not more than eight or ten teachers. In our country towns and districts hundreds of teachers, in buildings of from one to ten rooms each, have no supervision except the county superintendent's half-day annual visit. There is certainly a lack of adequate provision for supervision in this last-named instance. In a number of our large counties—San Diego, San Bernardino, Fresno, Santa Clara, Sonoma, Los Angeles, Alameda, and others—there are, exclusive of the cities which these counties contain, from 100 to 300 teachers engaged in teaching in the district, town, and village schools. The county superintendent in such counties, be he ever so efficient and industrious, can do but little in supervising the instruction. If the supervising principal, as mentioned, in the city, is doing the State good service in overseeing

ten teachers, then the State's duty to her children is being sadly neglected in the case of those that are in charge of the 100 to 300 teachers who are practically without supervision.

The duties and the demands upon the county superintendent in one of these large counties are scarcely to be conceived by one who has not an intimate acquaintance with the affairs of the office. Among other things the law demands that he shall visit every school in his county at least once during each year, while, at the present time, the question is raised in every county as to the legality of the appointment of a single deputy. Therefore, with the manifold duties devolving upon the superintendent in the business department of his office, and the limited time and means at his disposal for professional duties, the department of supervising the instruction in these large counties must, under existing conditions, be more or less neglected, or at best must receive but superficial attention.

The expedient and proper remedy is difficult to determine. For want of some better plan, I offer by way of suggestion, that legislation be asked providing that schools outside of cities having city superintendents be grouped into supervisory school districts, such districts to consist of not more than ten different schools, employing not more than thirty teachers, and that over each of such districts there be appointed a supervising principal, the salary of same to be paid by the State as other State officials are paid.

The manner and method of grouping or subdividing into such districts, of appointing such principals, and of prescrib-

ing their general duties, are matters of detail which could easily be agreed upon. Is this, or something like it, unreasonable in view of the wide difference between school supervision in the country and school supervision in the city as to-day provided for?

I would not contend that it is reasonable or desirable to attempt to make school facilities in the country equivalent in all respects to those in our largest cities. I have in mind scores of towns throughout the State with population ranging from 1000 to 5000 that come within the category of country schools, as well as do the country districts of one, two, three or four teachers. It is not a common level that is sought. It is not so much uniformity of method as uniformity of effort that is desired. It is unity—the spirit of oneness or singleness of purpose in the administration of a great system for which I would earnestly contend. The thought is well expressed in the Good Book, in substance these words, "We are all tied up in the same bundle of sticks."

The educational as well as the material interests of any one portion of our State are directly or indirectly connected with every other portion. Therefore, as educators, superintendents, teachers, city teachers, country teachers, *all*, we should endeavor to cultivate a strong, fraternal, patriotic sentiment in reference to the work in which we are engaged; and, in so far as our impress may be made on our State school system, may it be transmitted to posterity unimpaired in its original design, unswerved from its intended purpose.



J. W. Linscott, Superintendent, Santa Cruz County.

Elected President of the State Teachers' Association.

REPORT OF THE COMMITTEE ON HIGH-SCHOOL CERTIFICATES.

The committee on the certificating of high-school teachers has been instructed by the Council of Education to make the following report:

Your committee, while recognizing that the present system of examination of high-school teachers by County Boards of Education has led to an unusually high standard of scholarship on the part of the high-school teachers of California, still believes that a more nearly uniform system of issuing certificates throughout the State would greatly increase the efficiency of many of our high schools. To secure such uniformity, it seems necessary that the qualification of applicants should be determined by some examining board appointed for the whole State.

That the present State Board of Education, made up, as it is, principally of men engaged in university and normal school work, is not an ideal board for deciding upon the fitness of high-school teachers, goes without saying. The men who, above all others, best understand the needs of the high schools are the high-school principals of the State, and no board in which the high-school principals do not have the controlling vote should decide upon the fitness of high-school teachers.

Again, an examining board for high-school teachers should be as far removed as possible from any possibility of political manipulation, and should be made up of men and women willing to serve the State without pecuniary remuneration.

To accomplish these purposes, it has seemed desirable to the members of the Council that such board should consist of the State Superintendent of Public Instruction, the Professor of Education in the State University, and three high-school principals, to be selected by these each year, and that said board should receive no recompense from the State beyond the necessary expenses of travel and of conducting such examinations as may seem desirable.

It is further recommended by the Council that in the future only those teachers who have had a liberal training equivalent to that given by the best colleges and universities of the country shall be eligible to the position of high-school teachers in California. It is not insisted, however, that the whole of such preparation shall have been acquired in college, providing the applicant shall be able to show by examination that he has reached the proficiency in any general line of study required for the baccalaureate degree in our best colleges.

It is known to the committee that an unusually large proportion of the high-school teachers of California are already graduates of reputable colleges, and that, with the increased facilities for professional training offered in the educational departments of the universities of this and other States, the supply of university trained teachers will exceed the demand

which the above mentioned requirement would produce.

In addition to the diploma from an approved college, which the high-school board may, or may not, be willing to accept as an evidence of suitable scholarship in the ordinary branches of the high school curriculum, it is believed by the committee that examinations should be conducted with the purpose of determining the fitness of the applicant for teaching some special department of high-school work. It is believed that the best high-school instructions can be given only by teachers who, in addition to a general training, are especially qualified in some particular department of knowledge. It would accordingly seem desirable that such examinations as are given should be based principally upon the specialty which the applicant expects to teach, and that the certificate should indicate the subjects in which the teacher is approved by the examining board.

It is recommended by the Council that two classes of high school certificates be granted, the one good for four years, and the other for life; that the life diploma be granted only after three years of successful experience in high-school teaching, and that the board have power to revoke either certificate for incompetence or unprofessional conduct.

It is believed by the Council that the above mentioned requirements should be uniform throughout the State, but that principals or school boards should have the privilege of making any additional requirements which the needs of their particular schools may seem to demand.

The question as to whether a high-school teacher shall be required to have pursued a course of so-called professional study in the educational department of some college or normal school was not passed upon by the Council. In the opinion of the committee, such a course is highly desirable, and should, if not absolutely required, be strongly recommended.

FERNANDO SANFORD,
FRANK MORTON,
ELMER E. BROWN,
Committee.

The Review of Reviews for January is particularly interesting. It has several articles on the Jews. Its departments are all carefully edited. It continues to be the only review of reviews published.

Appleton's Popular Science Monthly edited by William Jay Youmans, has in the December number an article of special value to educators, "Studies in Childhood—Under Law," by James Sully. It also has a full table of contents, of very great interest. The Popular Science Monthly is the leading scientific review of the world.

President N. C. Daugherty, of the N. E. A., has appointed Madison Babcock, of San Francisco, manager of the Northern part of the State, and T. J. Kirk, of Fresno, manager of the Southern part, for the N. E. A. meeting which will be held in Buffalo, in July of this year.

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- Report of Committee of Fifteen, - \$0.15
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- Talks on Pedagogics (Parker), - - 1.40
- True Order of Studies (Hill), - - 1.00
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SOME OREGON EDUCATORS.

MISS HARRIETTE C. WOODRUFF.

They are seven—the woman County Superintendents of Oregon; but Miss Woodruff, of Umatilla County, was the first one to be elected to and to serve in that position.

It was in 1892 that she was first elected to the Superintendency; and so well did she fill her office that in 1894 not only was she re-elected by a large plurality, but six other counties followed the example of Umatilla and called women to superintend their schools.

Miss Woodruff was educated in the schools of Virginia City, Nevada, and in the San Francisco High School. When seventeen she began teaching in a country school in Oregon. Two years later she was employed in the Weston public school, and soon afterwards accepted a position in the Pendleton school. While serving her second year here, she was called to the Superintendency.

Miss Woodruff is a very skillful and enthusiastic primary teacher; so that usually neglected part of the work is receiving earnest attention at her hands in the country schools. Suggestions are given, books are loaned, and district meetings are held for the further instruction of the teacher.

In addition to her district visiting, Miss Woodruff contributes many suggestive educational articles to the local papers, which play no small part in awakening an interest in things pedagogical.

MISS NELLIE M. STEVENS.

At this end of the century, a woman who is denied any position on account of her sex, is indeed an object of interest, aside from any other qualifications that she may possess.

In the northeastern part of Oregon is Union County, whose Superintendent of Schools, Miss Stevens, is having her right to the Superintendency disputed on the ground that she is a woman. During the progress of the suit, which was instituted by the former County Superin-



Miss Harriette C. Woodruff.

tendent, Miss Stevens performs the duties of her office; and under her able management the Union county schools are daily growing in efficiency.

Miss Stevens is a native of Oregon, and was educated in the Oregon State University. In 1888 she went to Chicago, and studied methods of teaching, returning there for further work along pedagogical lines in 1893. Her schoolroom experience has been wide and successful, the schools of Eugene, Boise City, and Eastern Oregon remembering her pleasantly through her work.

M. G. ROYAL.

M. G. Royal, M. A., the President of the Eastern Oregon State Normal School, was born in Nevada in 1853. He was educated in the Oregon schools exclusively, being a graduate of the Umpqua Academy, Portland Business College, and the Willamette University.

To the people of Oregon Mr. Royal needs no introduction; for during the past eighteen years his academic and public-school work has made him well known on both sides of the mountains. As an institute conductor and lecturer, he is so favorably known that he finds it impossible to fill all the requests for work that come to him. His favorite lectures are: "The Teacher and the State," "The Reality of the Unreal," and "The Use and the Abuse of Words." The Normal, under his able management, is taking rapid strides, both in point of numbers and in the excellence of its work.

By his lectures Mr. Royal has awakened among the teachers such professional spirit that many who could easily pass the county requirements are coming to the Normal for training; and few graduate from the Normal without plans for university work.

ET CETERA.

"Shall I clean the snow off, madam?" asked the little boy of the Boston lady. "No," she replied, severely; "you'd far better go to school and learn that it is the pavement, and not the snow, that is to be cleaned off."—*Harper's Bazar.*



A man has rights as well as duties.—*Prof. G. H. Howison.*



Every man must think after his own fashion; for on his own path he finds a truth, or a kind of truth, which helps him through life. But he must not give himself the rein; he must control himself; mere naked instinct does not become him. Unqualified activity, of whatever kind, leads at last to bankruptcy.—*Goethe.*



In this theater of mortal display, we are not created equally good or equally great.—*Prof. G. H. Howison.*



The public school must be a miniature of the world.—*P. W. Search.*



Being good as the result of habit is not virtue at all.—*Prof. G. H. Howison.*



One of our chief sins is to teach facts as results instead of tools to shape the child's life.—*Prof. Dresslar, Los Angeles Normal.*



Forced composition is worse than failure; it is almost a crime.—*Prof. Lathrop, Stanford University.*



Miss Nellie M. Stevens.



M. G. Royal.

Reviews.

Some Notable School Books.

SCHOOL ZOOLOGY. By Margaretta Burnett. (American Book Co. 75 cents.)

A text-book for high schools and academies. But few forms are described in this zoology, and only such technical terms are used as are necessary, and these are defined. The author, after several years of experience in teaching zoology in a high school, feels convinced that a text-book, with a few typical forms, clearly and simply described, should be used for class work, this to be supplemented by outside individual work by the pupil. The general characteristics and classifications are put at the end of each branch, class, or order.

ELEMENTARY LESSONS IN ZOOLOGY. By James G. Needham, M. S. (American Book Co. 90 cents.)

A guide in studying animal life and structure in field and laboratory. The aim of this book is to put the student in the way of acquiring knowledge for himself. The author has performed all the work outlined in the book in the classroom, and care has been taken to introduce no work beyond the capacity of the beginner.

LATIN LESSONS FOR BEGINNERS. By E. W. Coy. (American Book Co. \$1.00.)

This book aims to give the pupil at the start good connected reading. It will furnish material for the first year's work, complete in itself. The author is teacher of Latin in the Cincinnati High School, and this book has grown out of his practical experience.

FIRST GREEK BOOK. By Gleason & Atherton. (American Book Co. \$1.00.)

The authors of this excellent text-book advocate less composition and more training in the reading of Greek. W. C. Collar, the Greek scholar, has written a forceful introduction. The authors have aimed to make a book that will appeal to student and teacher, and, by omitting unnecessary details, to make it more direct and pertinent.

WORDS: AS THEY LOOK, AND HOW TO SPELL THEM. By William T. C. Hyde. (Werner Co. 50 cents.)

A reference book for busy people, containing practically all the words likely to be misspelled; also, an appendix of commercial and business terms in common use. It does away with rules; spelling is taught by sight, and letters which are likely to be misused being printed in bold-faced type, thus emphasizing to the eye the pictures of the words as correctly spelled.

NATURE STUDY. By Frank Owen Payne, M. Sc. (E. Kellogg & Co., New York and Chicago. \$1.00)

This book is not intended to be, in any sense, a treatise on nature study; it is a collection of one hundred suggestive lessons on natural objects. The author has endeavored to present only such lessons as can be given in any school outside of

large cities. The illustrations are mostly the work of the author's pupils.

LEGENDS OF THE RHINE. By H. A. Guerber. (A. S. Barnes & Co., New York. \$1.50.)

This book is intended as a contribution to the study of folk-lore, and as a legendary guide to the Rhine it is unsurpassed. The interest of a Rhine pilgrimage is more than doubled by a knowledge of the legends connected with the principal towns, churches, and castles along its banks. Every tourist should have this book. The illustrations are a valuable addition. It is also of special interest to the schools, as the German legends are so much finer and nobler in sentiment than those of any other nation.

STORIES OF GREAT AMERICANS FOR LITTLE AMERICANS. By Edw. Eggleston. (American Book Co. 40 cents.)

An excellent supplementary reader for children in the lower primary grades, containing stories of an historical nature that every American child should be familiar with. They serve to excite an early interest in our national history, making the pupil familiar with the leading characters. The illustrations that accompany the text have been planned with special reference to the awakening of the child's attention.

THE STANDARD DICTIONARY. Funk & Wagnalls Co., Publishers. For sale by E. D. Bronson & Co., Pacific Coast agents, 1368 Market street, San Francisco.)

The "Standard" has met with a ready response from an appreciative public. It is a book that has so many good points that it is difficult to praise it discriminately. It is authoritative, and though only on the market a short time, is recognized as the standard by the leading scholars of America and England. It is complete, because it contains 300,000 words and phrases. It is the most costly of any single literary enterprise ever undertaken. The Dictionary is convenient in form and size, and the quality of binding and printing is in the highest style of the art. E. D. Bronson, the Pacific Coast agent, is a live, wide-awake business man, and is meeting with deserved success.

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THE LIVES OF CORNELIUS NEPOS. By T. B. Lindsay, Ph. D. (American Book Co. \$1.10.)

This is a second edition, revised and improved, of a very excellent book. There are a number of fine illustrations. The arrangement is logical, and as a text-book has many excellent qualities.

READY FOR BUSINESS.

Bright Array of Boys and Girls Equipped for Commercial Pursuits—Graduates of Heald's Business College for the Term Ending December 31, 1895.

The following brilliant list of students was graduated by Heald's Business College, for the term ending December 31, 1895. So fully qualified were they for all the departments of commercial employment, that notwithstanding business has not yet resumed its normal volume, the majority immediately secured positions, in most instances with the leading houses of the State. The demand for young men with a knowledge of stenography and typewriting, was beyond the ability of the college to supply. Those whose names are marked with a star (*) are already employed. This list does not include the many pupils who, from various causes, did not take the final examinations necessary for graduation:

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LETTER.	NAME.	WORD.	ILLUSTRATION.	SCRIPT.	LETTER.	NAME.	WORD.	ILLUSTRATION.	SCRIPT.	LETTER.	NAME.	WORD.	ILLUSTRATION.	SCRIPT.
Q, q.	sh.	ma-mā ¹		Q q	l, l.	ee.	ma-shin' (machine).		l l	Q, q	qu=cw	qu=cw		Q q
Q, q.	ab ² .	asp		Q q	li, ai	eye.	fai (fly).		li ai	R, r.	ar.	fai		R r
Q, q.	ab ² .	arm		Q q	ia, ia	ib	ma (mule).		ia ia	S, s.	esa.	sun		S s
A, a.	al(r).	ax		A a	J, j.	jay.	jog		J j	Sh, sh.	ish.	shet (shell)		Sh sh
Ā, ā.	ai(r)	hār (hare).		Ā ā	K, k [=c].	kay.	kit'n (kitten).		K k	T, t.	tee.	top		T t
B, b.	bee.	bed		B b	L, l	el.	lal'm (lion).		L l	Th, th.	ith.	thim'bl (thimble).		Th th
C, c [=k].	kee.	cat		C c	M, m.	em.	man		M m	Dh, dh.	thee.	fedh'gr (feather).		Dh dh
Ch, ch	chee.	chūrch		Ch ch	N, n.	en.	net		N n	U, u.	oo.	bul (bull).		U u
D, d.	dee.	dog		D d	N, n.	ing.	lipk		N n	ū, ū.	oot.	bū't (boot).		ū ū
E, e.	ay.	eg (egg).		E e	Ng, ng.	ing.	ring		Ng ng	U, u.	u(r).	tub		U u
Ē, ē.	ay ² .	de-cant'gr.		Ē ē	O, o.	oh.	o-peo'um (opossum).		O o	Ū, ū.	u(r).	chū		Ū ū
Ĕ, ĕ.	ay ² .	ham'gr (haloer)		Ĕ ĕ	O, o.	oh.	gōt (goat).		Ō ō	V, v.	vec.	vat		V v
Ė, ě.	ay ² .	rēk (rake).		Ė ě	θ, e.	awe.	jeg		θ θ	W, w.	woo.	wig		W w
F, f.	eff.	fan		F f	θ, e.	awe.	ar'br.		θ θ	X, x [=ca].	ex.	box		Box
G, g.	ghee.	gun		G g	θ, e.	awe.	hēm		θ θ	Y, y.	yee.	yot (yacht)		Y y
H, h.	hee.	had		H h	θ, ei.	ēi.	ceil		θ ei	Z, z.	zee.	zī'bra (zebra).		Z z
L, l.	ee.	pie		L l	flu, au.	au.	haus (house).		Au au	Zh, zh.	zee.	mez'h'ur (measure).		Zh zh
					P, p.	pee.	sār (pear).		P p					

¹ The long sound of the letter.

² Varying towards *a* in *ax*.

³ Varying towards *i* in *pity*.

⁴ Varying towards *u*.

HINTS FOR THE USE OF THE KEY.—Do not name or sound the letters except as you deduce them from the key. Show the children a picture in the key and ask them to tell what it is. Write their answer on the board, thus: mamā.

ANALYSIS.—Analyze the sound first. Say ma-mā in two parts. Then say ma in two parts. Print m-a and tell the learner that m stands for the first part and a for the second part of the sound ma. Then show the same letter beginning asp and arm. Then take up ax, a-x. Then man, and analyze the word first into m-an, then into m-a-n. Then take up fan, cat, rat, vat, and so on, through all the words and pictures.

Let them work at each word until they can sound each element carefully, know where to find it and its name in the key; can pronounce it slowly or rapidly; can analyze it readily, and reproduce it on request.

Slowly introduce new sounds. Review! Review!

SYNTHESIS.—Never permit a child to name characters nor spell words until he has learned the character, its name and sound, from the key. Always sound the characters when speaking of them. Be careful to name the digraphs always as one sound; never call ch *see* *itch*, call it *chee*, call dh *thee*, th *ith*, etc.

For reading, print on the blackboard names of familiar objects. To teach the first letters, *a*, *ā*, *ā*, *a*, print *mā*, *mā*, *pā*, *pā*, *cat*, *hat*, with pictures for each. Spell the words with the pupil, giving each letter the name it has in the Key. Then print short sentences containing the words and letters: *Mamā* had *a* cat. *Papā* had *a* hat. *C* cat ran *fast*. *Ann* had *a* pan. *Anna* had *a* fan. Then print connected description.

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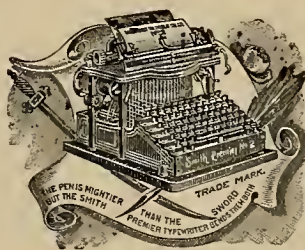
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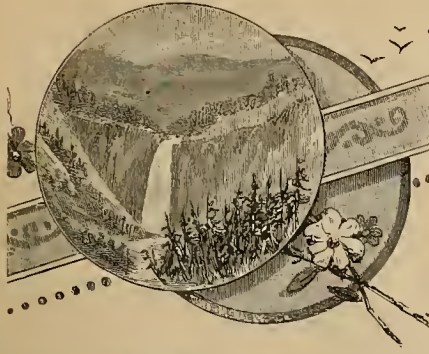
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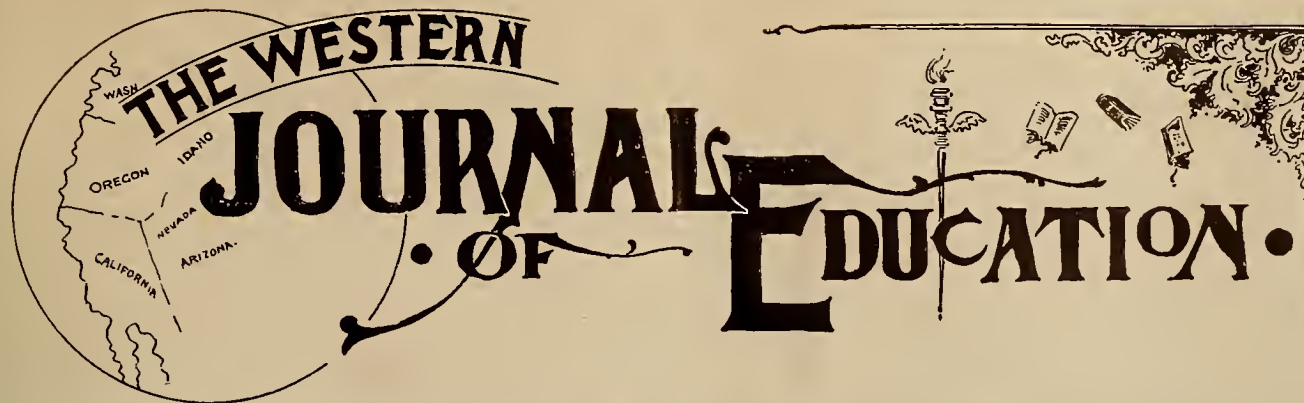
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THE WESTERN JOURNAL OF EDUCATION.

NEW SERIES.—VOLUME I.
OLD SERIES.—GOLDEN ERA, VOL. XLIII.

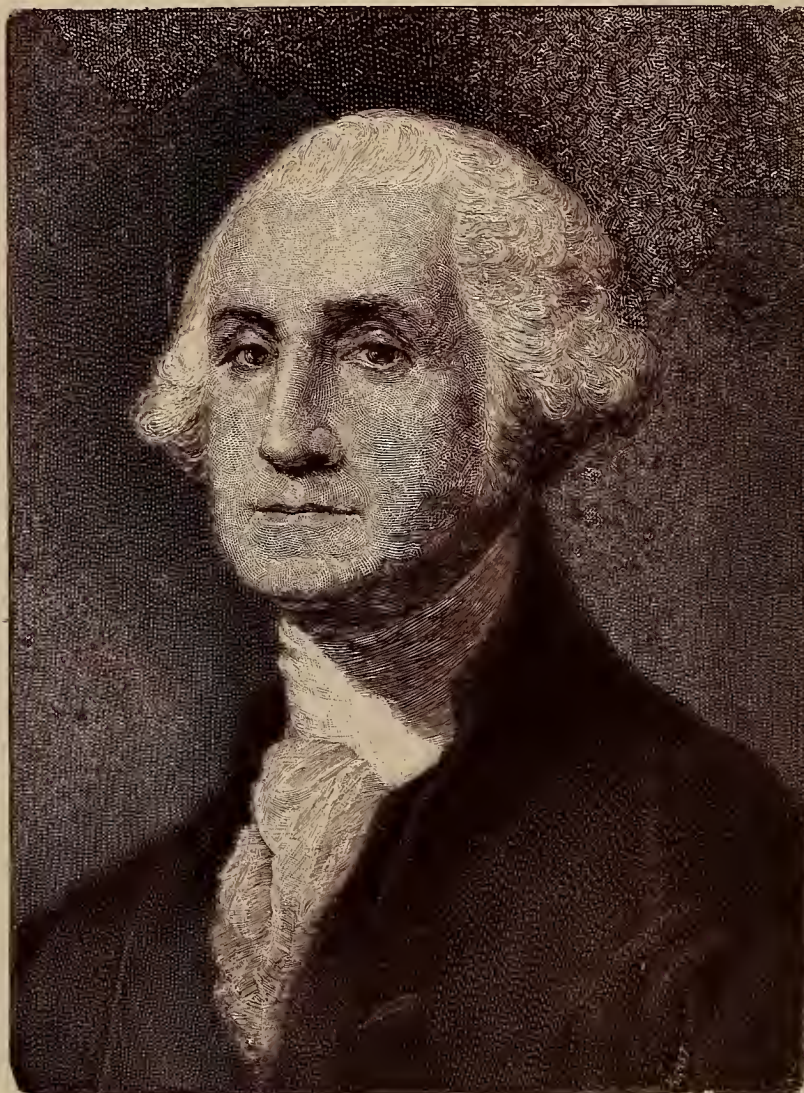
SAN FRANCISCO, FEBRUARY, 1896.

NUMBER 9.
ESTABLISHED 1852.

Outline of Program for Washington's Birthday ❁ ❁ ❁



1. Thirteen young ladies, representing the thirteen original States. A pupil (Columbia) in costume, holding the American flag.
2. Music—"Hail, Columbia, happy land."
3. Recitation (by pupil, with flag) of several stanzas of Drake's "Address to the American Flag."
4. Address (by teacher) on Washington.
5. Readings or Recitations (by the older pupils) on the character of Washington.
6. Music—"The Red, White, and Blue."
7. Maxims of Washington (by the pupils).
8. Address (by a trustee, or a citizen a member of the Grand Army of the Republic) on a subject suitable to the occasion.
9. Patriotic Quotations (by pupils, visitors, and teachers).
10. Music—"My country, 't is of thee."



From "Patriotic Citizenship." American Book Co.

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Note.—Teachers will find material for program in this issue of our paper, and also in "Patriotic Quotations" (a new book by Harr Wagner), "Patriotic Citizenship" (by T. J. Morgan), and others that may be or ought to be in every school library.



Spanish Dagger



Cactus.

THE WESTERN JOURNAL OF EDUCATION.

NEW SERIES.—VOLUME I.
OLD SERIES.—GOLDEN ERA, VOL. XLIII.

SAN FRANCISCO, FEBRUARY, 1896.

NUMBER 9.
ESTABLISHED 1852.

Publisher's Notice.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising patronage, and good will of the Golden Era, established in San Francisco in 1852.

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Our special offer of Our Times, a monthly journal of current events,—just the thing for the schoolroom,—and this journal one year for \$1.60. Send your subscription to HARR WAGNER, 723 Market street, S. F.

Entered at the San Francisco Post Office as second-class mail matter.

An Official Journal. THE agitation of the designation of an educational journal has brought out some strange comments from the daily press. The Evening Post calls the designation a "subsidy," "a steal," "a robbery," and asks that the law providing for it be repealed. It makes the ridiculous statement, that the daily papers would be willing to send copies free to the 3160 clerks of school boards. Here is the law (Art. I, Sec. 1518, Subdiv. 9, Duties of State Board of Education):

To designate some educational monthly journal as the official organ of the Department of Public Instruction. One copy of the journal so designated shall be furnished by the County Superintendent to the Clerk of each Board of District Trustees, to be placed by him in the district library. The County Superintendent of Schools shall draw his warrant semi-annually in favor of the publishers of such school journal, for a sum not exceeding one dollar and fifty cents (\$1.50) per district, for each school year, and charge the same to the Library Fund of the district; provided, that the publishers of such journal shall be required to file an affidavit with the Superintendent of Public Instruction, on or before the tenth day of each month, stating that they had mailed one copy of said journal to the Clerk of each school district in the State. It is hereby made the duty

of the Clerk of each Board of District Trustees, and the Secretary of each Board of Education, to place each number of such journal in the school library of his district, on or before the end of the month in which such number was issued.

It will readily be seen that the printing of official information is a minor part of the State's educational journal. Its main purpose is to keep in touch teachers, trustees, parents, and school officials with educational progress. The money thus expended brings infinitely better results than to load up the school libraries with the average book that passes as fit for circulation, or with apparatus that rusts in the corner of the schoolroom.

It is just as legitimate for the State to support a journal for the improvement and advancement of 6000 employes in the schools, as to support the State University, the State Normal Schools, or the payment of salaries to teachers. The money expended for a journal is no more a steal than are the salaries that are drawn by State officials. There are honest dollars paid out from public money for honest services. There is no reason why the State educational journal should not do honest service for the State. The improvement of the journal, not the repeal of the law, would meet with the favor of the taxpayers. State Superintendent Black's statement of what an educational journal should be is as follows:

HARR WAGNER, ESQ., EDITOR "THE WESTERN JOURNAL OF EDUCATION," SAN FRANCISCO, CAL.—*Dear Sir:* Replying to your letter of May 11th, permit me to say that only some thirty per cent of the teachers of California have been professionally trained, and many young persons are coming into the profession from the grammar and the high schools, through the medium of a County Board of Examination, after a few months' attendance at some cramming institution. The chief aim of an educational journal ought to be to meet this lack of professional training—particularly in those just entering the profession—by sound pedagogical articles and practical suggestions.

Respectfully,

SAMUEL T. BLACK, Supt. of Pub. Instr.

* * *

Meeting of GOVERNOR BUDD was present; keen, critical, sarcastic, technical, he surprised the learned members of the State Board of Education with the remarkable changes in his mental and physical attitude. He surprised Rounseville

Wildman, of the Overland. Raymond, the editor of the State text-books was as imperturbable as a sphinx, however. The first two days of the meeting were devoted to the overhauling of the methods pursued in the revision of the text-books, with particular reference to the word "revise." The Governor insisted on the technical meaning of the word, and quoted Webster, the Standard, the Century, Worcester, several law dictionaries, and other authorities to maintain his point. He maintained it. The State Board then decided that hereafter, when it had new text-books written, they should be considered revisions. The Governor and Raymond held very interesting exercises in mental arithmetic, as to the cost of compiling the grammar. The answer arrived at was that the editorial work of Miss Murphy, Mrs. George, and Professor Raymond, on the State grammar would cost about \$5000. The Governor was extremely severe with Raymond; but with Miss Murphy and Mrs. George he was considerate and appreciative of their work. Professor Lange, of the State University, gave an interesting criticism of the new grammar from a philological standpoint. He stood the fire of the Governor's questions with success, and gave pointed answers to pointed queries. The Governor surprised his friends with the keenness with which he put questions on so technical a book as a grammar. The result is summed up in this way: of \$25,000 appropriated for the revision and compilation of State text-books, \$17,500 had been expended, and \$3500 will soon be paid C. H. Keyes for the history, leaving practically no funds for the revision of the arithmetic. It is generally conceded that the revision of the books up to the present time has been successfully accomplished.

On Wednesday morning, January 9th, the following applications for the official designation were read: Pacific Educational Journal, P. M. Fisher, A. B. Coffey; The Overland Monthly, Rounseville Wildman; The Western Journal of Education, Madge Morris Wagner, Harr Wagner. The State Board was somewhat nervous. Professor Coffey was the first to enter the arena. His mustache and hair, the color of ripe wheat, his joyful manner, and halting tones were the prophecy of a bad pun, and the dignified State Board received it without the least appearance of a smile—"Black, coffee should come last." After he had overcome the reactive effect of such a pun, he made a very able address in behalf of his friend Fisher. Coffey being a loyal Democrat, it was presumed that his speech would have a voting effect on the Governor. Then came the Hon. James Denman, with his white hair and somber countenance, to appeal for the Overland. Mr. Denman, also a Democrat, was supposed to stand off the aggressive republicanism of the handsome young editor, Wildman. He made a very practical address on the merits of his cause. Then came the editor of this journal, who made a definite proposition to give a jour-

nal that would represent the best in the art of printing, writing, and illustrating. The Board asked questions of Wildman, who made an excellent impression, and if he had presented an educational journal, instead of a literary and industrial magazine, he would have met with success. It would, however, be just as reasonable to expect a medical association to adopt the Overland as an official organ, as to expect the school department. Teaching is a profession, and the demand for a school journal is just as forcible as are law, medical, or theological journals. Philip Fisher entered the discussion to explain the status of the Pacific Educational Journal. He made a good plea. The Board of Education then went into executive session. Just why the Board should desire to consider so public a matter in so secret a manner was not explained. Here is the result:

Professor Kellogg moved that the Board go into executive session for the purpose of considering the matter of the designation of an official journal. The motion was seconded and carried.

The following resolutions were offered by Professor Brown:

Resolved, That in the judgment of this Board the continued payment of a subsidy from the school funds of the State to an official journal is inexpedient.

Resolved, the President and Secretary of this Board be requested to present to the next Legislature of the State, in such manner as they may deem advisable, the recommendation of this Board that such subsidy be permanently withdrawn.

Superintendent Black seconded the motion to adopt.

The roll was called with the following result: Ayes—Kellogg, Brown, Pierce, Childs, Pennell, Budd, Black.

The following preamble and resolutions were offered:

WHEREAS, The Pacific Educational Journal has been designated in the past as the educational monthly journal to be the official organ of the department of Public instruction, and such designation entitles it to a subscription from each school district in the State, not to exceed \$1.50 for each school year; and

WHEREAS, The present school year does not end until June 30th, 1896; therefore be it

Resolved, That at the expiration of the present school year, June 30, 1896, the designation of such journal cease; and be it further

Resolved, That it is inexpedient for this Board prior to its meeting in June, 1896, to designate any other educational journal as the official journal of this Board.

Superintendent Black moved to adopt the resolution.

The motion was seconded by Professor Pennell. The roll was called, and the vote stood as follows: Ayes—Kellogg, Brown, Childs, Pierce, Pennell, Budd, Black.

THE WESTERN JOURNAL OF EDUCATION continues to be published in the interest of the teachers and the schools.

* * *

Are School Journals Good Advertising Mediums? YES, they are. They reach the teachers, whose approval or disapproval control, to a large extent, not only the educational, but the general, book trade. Every paper goes direct to the mark, and it costs less than postage on circulars, and reaches teachers more effectively. An

inch advertisement in this journal, costing \$1.50, brought the advertiser orders to the amount of \$20. Another advertiser took a fourth of a page for \$10, and as a result obtained several large book orders. A review of Werner's Primer sold thirty-one copies in a few weeks. A favorable review of "Thinking, Feeling, and Doing," by E. W. Scripture, resulted in the publishers obtaining an immediate order from school supply houses. It does pay to advertise in a school journal.

CHILD-STUDY—ITS EFFECT UPON THE TEACHER.

[We copy from a late number of the Child-Study Monthly the two opinions given below—one by Dr. E. E. Brown, Professor of Pedagogy, University of California, and the other by Earl Barnes, Professor of Education, Stanford University.]

"*First.* Replying to your inquiries, I would say that the chief value of child-study depends upon the kind of child-study you mean. In my judgment one of the chief results of the more scientific child-study is the better understanding of what I may call the psychology of development. We have a much more satisfactory account of the psychology of the normal adult mind than we have of the mind of the child considered as in a process of continuous development. This is one of the most interesting aspects of psychology, and one of those things with which child-study has chiefly to do.

"*Second.* What I have said in answer to your first question anticipates the answer I would make to your second. The most hopeful line of advance, speaking in general terms, is that which has to do not simply with large bodies of children at a given time, but rather with the same set of children studied through a considerable period of time long enough to trace out the succession of stages in their development.

"*Third.* In answering your first two questions I have had in mind especially the more scientific aspect of child study. As regards the child-study to be carried on by the teaching force in general, it seems to me the chief result is a more sympathetic relation between teacher and pupil, and a more minute and thorough understanding by teachers of the character of each child with whom they have to do. ELMER E. BROWN."

"*First.* As a pure science, child-study must look to the building up of a body of facts, regardless of immediate application to pedagogy. This body of pure science must, it seems to me, be largely worked out by specialists who have time and training for the work. A great deal of the truth they discover will, I take it, never be of immediate use in practical teaching, but in pure science one ought never to be hampered by that consideration. For the great majority of us, however, child-study must mean a study in practical pedagogy, having the same relation to psychology that horticulture has to botany; and here it seems to me that the question of availability should determine the lines along which we seek truth. There

is another use to which child-study is being put, namely, the rousing of a passing enthusiasm. I question the legitimacy of this kind of work; it seems to me that it must react badly upon science, upon practice, and upon its devotees. So you see I am unwilling to give a chief value.

"*Second.* The most hopeful lines of advance, or rather of inquiry, seem to me to be along the lines of careful reminiscent study of one's own childhood, with a view to quickening sensibility and sympathy; and, in the second place, along the lines of schoolroom studies on children's points of view, or children's interests, if you like. Whether you say that children's interests are to be followed or thwarted, we must first know where the child is before we can start off with him on any educational line.

"*Third.* The greatest value of child-study to the teacher seems to me to be the quickening of his own sympathy, the massing of some general truths concerning the children he works with, and the creation within him of a student spirit. I believe these results can be achieved only through some earnest study, having an object and aim, and reaching some at least partial conclusions. Mere vapping about the matter will always produce mental nausea. EARL BARNES."

AN AUTHENTIC SPEECH BY BALBOA.

[The following speech by Balboa is a translation from the Spanish, and taken from the records of his trip across Darien to the Pacific.—Ed.]

LONG live the high and powerful monarchs, Don Fernando and Doña Juana, sovereigns of Castile, and of Leon, and of Aragon, in whose name, and for the royal crown of Castile, I take and seize, real and corporeal, actual possession of these seas, and lands, and coasts, and ports, and islands of the scuth, with all thereto annexed, and kingdoms and provinces which belong to them, or which may hereafter belong to them, in whatever manner and by whatever right and title acquired, now existing, or which may exist, ancient and modern, in times past, and present, and to come, without any contradiction. And if any other prince or captain, Christian or infidel, of whatever law, or sect, or condition he may be, pretends any right to these lands and seas, I am ready and prepared to contradict him, and to defend them in the names of the present and future sovereigns of Castile,— who are lords paramount in these Indies, islands, and firm land, northern and southern, with their seas, as well in the Arctic pole as in the Antarctic, on either side of the equinoctial line, within or without the Tropics of Cancer and Capricorn, according to what more completely to their majesties and their successors belongs and is due, for the whole and any part thereof; as I protest in writing shall or may be more fully specified and alleged on behalf of their royal patrimony, now and in all time while the earth revolves, and until the universal judgment of all mankind.

Primary Methods.

NATURE-STUDY.

THE schools of Livermore, under the able supervision of Principal H. C. Petray, are doing successful work along important lines. The teachers

have a "Round-Table" conference. Interest is being taken in securing the best possible methods and the best results from the children. The work submitted here is the work of the pupils of the second year. The drawings of the children are imaginative. The plan of the "Nature-Work" is as follows:

1. *An Observation Lesson.*—Distribute the bones, leaves, insects, pebbles, etc., among the class, and give a few minutes for observing.

2. *A Conversation Lesson.*—Asking for results of the observations. Much skillful questioning here elicits surprising results. Tell the child nothing it can get for itself.

3. *A Drawing Lesson.*—We require each pupil to sketch his particular object, paying especial attention to outline work, and to draw only what he sees. In some of the grades we introduce color-drawing.

4. *An Inquiry Lesson.*—In this lesson it is our aim to encourage the pupils to ask such questions about the object or lesson as they cannot answer. In our experiment with the bone, to show its composition, one boy asked what would happen if a burnt bone were put into muriatic acid. This proved that we had accomplished one thing sought for,—original thought. The boy was told to investigate by experiment, and report.

5. *An Information Lesson.*—At this point it becomes the duty of the teacher to add such knowledge to the lesson as cannot be elicited from the class. To assist the teachers in this, we have placed on the Reference Library such books as Newell's "Botany Readers," Laurie's "How Peanuts Grow," Hale's "Little Flower People," Paul Bert's "Scientific Steps on Knowledge," "Fairy Land of Science," by Buckley, Monteith's "Primer of Science," Miller's "My Saturday Bird Class," Ballard's "Moths and Butterflies," etc.

6. *Topical Outline on Paper or Blackboard.*—Made by pupils in upper grades. This is designed as a test of their ability to arrange their material preparatory to writing.

7. *Language-Paper*—from abstract in seventh and eighth grades, and from talks and conversations in lower grades.

8. *Class Criticisms on the Papers.*—This is done by having a few of the poorest and a few of the best read before the class.

The Story of the Maple-Seeds

One spring day, I looked up into a maple-tree. I saw the little seeds. It seemed as if they were asking their mother to let them go, but the branches

THE LITTLE ARTIST.

Simple Lesson in Drawing for Primary Grades.

Oh, now we'll draw such pretty things!

See! little birds with outspread wings,

The sloping hill o'er which they fly

To reach a tree with branches high—

The trees these birdies love the best,

Because it holds their own dear nest.

That was the birdies' home, and here

We'll draw the children's home, so dear;

And leading to the very door
Are all these steps—one, two,
three, four.

A wagon, too, to load with hay,
Or grain, or fruit, some harvest day.

And now we draw a wheel alone,
Where hub and tire and spokes
are shown.

But look! Far over in the sky
A dazzling wheel shines there on high—

The glorious sun, whose spreading rays

Bring many golden, happy days.
And when night darkens all the blue,

And twinkling stars come peeping through.

Our eyes the wondrous windows are

Through which we gaze on sun
and star.

—From *Mother Songs*, by Susan Blow.





held them tight. Then they asked their mother again. "No," said the mother. "But we want to try our wings." The mother said, "You must wait till you are stronger."

Pretty soon the little seeds went away from their mother. One day the wind was blowing, and one of the seeds flew away into a big field. And it said, "Now, I can begin to be a tree myself." Then the little seed said, "Sun and rain, help me to be a big tree; for this field looks lonely without a tree." Then



the snow and the ice came. Then the little seed said, "When will I ever be a big tree?" Soon the little seed began to turn gray, and it said, "When will I ever be so big and so nice? If I were so big and so nice, I would feel so proud and so gay."

At last the warm spring came. I saw some little wings sticking straight up in the air. I did not think it was that maple-seed. In a few days it grew a little larger; so I waited a little longer. Soon I saw some little things sticking out at the sides of the tree. These



did not look like leaves at all; but after a while I saw some real maple-leaves. Then I knew it was the little seed.

The next spring I saw it again. It seemed to grow very slow. I told it to grow strong and have seeds growing on the branches. Then these seeds would fly away and other trees would grow up from them.

Sugar-Making.

I went into a sugar-camp. I saw the big maple trees. They had no leaves on them; for it was too early in the spring. The sap had just begun to run up the trees. Some of the trees had spiles in them, and buckets were placed under these spiles. Soon the sap began to run into the buckets. This sap is called sugar-water. It is so sweet and good!

By and by, a man came and took the sugar-water and put it into a kettle to boil. You know when the



water-drops get hot, they fly away; but the sugar cannot fly away. After a little while, it was taken out of the kettle to cool. It was put into several pans. After it became cool, we called it maple-sugar.

"THE GOOD OLD DAYS."

WHEN Washington was President,
As cold as any icicle,
He never on a railroad went,
And never rode a bicycle.
He read by no electric lamp,
Nor heard about the Yellowstone,
He never licked a postage-stamp,
And never saw a telephone.

His trousers ended at the knees,
By wire he could not send dispatch,
He filled his lamp with whale-oil grease,
And never had a match to scratch.

But in these days it's come to pass,
All work is with much dashing done —
We've all these things; but then, alas!
We seem to have no Washington.

—R. J. Burdette, in the *Inter-State School Review*.

The love of country is universal. It has its seat deep down in the human heart. It strengthens with our years. It is not weakened by distance, and we all feel the magnetism of its wondrous power.—Dillon.

Grammar Grade and High School Methods.



SIDE-LIGHTS ON WASHINGTON.

BY HARR WAGNER.

NAPOLEON was a boy less than seven years of age when Washington was made Commander-in-chief of the American armies. The English forces had been conquered by Washington, and he in turn was conquered by death, eleven years before Napoleon reached the zenith of his power. Burke was two years old when Washington was born. Penn had been dead but fourteen years. The learned Johnson and legal-minded Blackstone, who seem of a different century, were his contemporaries. Goethe and Schiller were not born until after Braddock's defeat. Washington was six years old when George the Third was born, and was entombed at Mt. Vernon twenty-one years before the King of England died.

Washington was born on February 11, 1732, by the old-style calendar, or on February 22d, by the new. When Great Britain adopted the new calendar, in 1752, twelve days were taken from Washington's age, and he has the somewhat strange experience of having had two birthdays. No year has passed since 1800 that there has not been a somewhat general observance of this day. Patriotism is not nurtured alone by the battle-fields of freedom, the monuments to dead patriots, sacred halls, and liberty bells, but is part of the essence of every pure spirit. So here, in a land mentioned only in the idle songs of poets, and told about by prophets who were in their own country when the cradle of liberty was rocked—here in the land where the "cradle" could swing between palm and olive-tree on the breezes of the Pacific—here where liberty was dead, save to the seagulls, the mountain lion, and the pink-throated lizard—here where Freedom's song was silent, and yet freedom was everywhere,—here in this State furthest west from Bunker Hill and Mt. Vernon,—we honor the memory of George Washington.

It is not the intention in this brief article to give either a review of the life of Washington or a full and judiciously estimated account of his character. You may buy Webster's address on Washington for ten cents, and may secure histories, including Irving's, Lossing's, and Hale's, by going to any public library. And then it would be ignorance—certainly a lack of judgment—on my part for me to presume that you are not fully acquainted with Washington as a boy on a Virginia farm, as a surveyor with Lord Fairfax, as making an adventurous trip to the West, as a soldier with Braddock, as the commander in Virginia to guard

the Western frontier, as to his marriage with Mrs. Custis, as a Virginia planter, as Commander-in-chief of the American forces, and his eight years' fighting for the freedom of the American Colonies, as to eight years' services as the first President of the United States, and his death

at Mt. Vernon.

The biographers of Washington have been eulogists to a large extent. The name is sacred. The American caricaturist and newspaper paragrapher reverently pass him, and the schoolboy is somewhat awed at his supposed manly independence when he gets wash-day and Washington's birthday somewhat mixed. Anecdotes about him are rare, and not valuable. Indeed, he had a serious time of life. But he was more than a hero; he was a man—a man of warm blood, strong impulses, and vigorous imaginations. If you will read Edward Everett Hale's "Life of Washington," you will find a human Washington. It is a study of his letters, his diary, and his manuscripts, and it shows the advantages and disadvantages under which he worked through his great career. We all know Washington the general, Washington the President, Washington the statesman, Washington the hero, and hardly see Washington the man. Here is an extract from one of his business letters, which shows him to be possessed of very ordinary human feelings:

"MT. VERNON, 20 Sep. 1765.

"GENTLEMEN:—It cannot reasonably be imagined that I felt any pleasing sensations upon the receipt of your letter of the 13 of Feb., covering accounts of sales of one hundred and fifty-three hogsheads of Master Custis's tobacco and one hundred and fifteen of mine. That the sales are pitifully low needs no words to demonstrate, and that they are worse than many of my acquaintances upon the river Potomac have got in its outposts, and from Mr. Russell and other merchants in London for common Aronoke Tobacco, is a truth equally as certain. Nay, not so good as I myself have got from Mr. Gildart of Liverpool for light rent tobacco's shipped to him the same time I did to you of the meanest sort such as you once complained as the worst of Maryland and not salable. Can it be otherwise than a little mortifying then that we who raise none but the sweet-scented tobacco and endeavor, I may venture to add, to be more careful in the management of it, however we fail in the execution of it, and who by a close and fixed correspondence with you, contribute so largely to the despatch of your ships in this country should meet with unprofitable returns, surely, I may answer no!

"Once upon crying a complaint of this kind you wrote me that the goods ought to be sent back."

His farewell address and much of his writing bears a striking resemblance to Addison. I have always observed this characteristic in his writings. The Addisonian peculiarity was natural. Lord Fairfax was the inspiration of Washington—was the teacher who taught him, not arithmetic, and writing, and reading, but who taught him more than all these—the magical key of success. an impulsive ambition. This same Fairfax was Addison's warm personal friend, and to Fairfax there was no one to equal the classic style of Addison, and Washington was at the age of twenty

awaked to the same enthusiasm, and began his diary and letter-writing, both of which he kept up during his active life. The age of twenty—that mysterious age when the spark of ambition is so often kindled, when some American boys think they will be President, and others know they will be—twenty is a magical age. If the boy and girl pass this period untouched by the heroic lives of such men as Washington, Jefferson, Lincoln, and Grant, then the nation will not be any richer by their living, nor any poorer by their joining a foreign colony. If you love liberty and freedom, you will love the memory of Washington; you will be intensely loyal to your country. To love liberty and not love America, is like loving art and ridiculing the masterpieces of Raphael and Michael Angelo; would be like being a devotee of poetry, and casting aside Shakespeare, Homer, Milton, and Tennyson as mere poetasters—like being an ardent admirer of music, and despising the compositions of Mozart and Beethoven—like being an ardent lover of nature, and crying out against the magnificence of the Matterhorn, Yellowstone, and the Yosemite.

SYNOPSIS FOR AN ESSAY.

The Father and
Founder of
Our Republic.

1. Washington's Ancestors.
2. Boyhood.
3. Character.
4. His mission to the French Commander.
5. Washington in the French and Indian War.
6. His marriage.
7. Washington in the Revolutionary War.
8. First President,
9. Mount Vernon.
10. His death.
11. Name and memory immortal.

WASHINGTON.

BECAUSE he held himself in sweet control,
Because he always measured at his best,
Because he gave this measure to the West,
We reap the harvest of this placid soul.
There was no smallness that the earth could smite —
Each side was rounded and the whole life white.
God's deed in his creation so well done,
Gave earth and all the stars our Washington.
No monument to him can paint a blush
On brow of ether, though it pierce the skies
To catch the roll of Heaven's symphonies —
Above earth's feeble platitudes and rush
Stands life's supremest argument in him —
Fixed Star, first magnitude, too close God's throne to dim.

HIRAM HOYT RICHMOND.

October 4th, 1895.

THOUGHTS OF GREAT THINKERS.

SUGGESTIONS.— Write these quotations upon slips of paper, and have pupils read them who cannot "speak."

1. **W**ASHINGTON, dearest and best of our race,
Thy deeds through the night-clouds of ages
shall lighten!

Thy name on his banner the soldier shall trace,
To hallow his death or his triumphs to brighten.

—Chas. Sprague.

2. A conqueror, he was untainted with crimes of blood; a revolutionist, he was free from any stain of treason; for aggression commenced the contest, and a country called him to command; liberty unsheathed his sword, necessity stained, victory returned it.

—Chas. Phillips.

3. Such has been the transcendent merit and the unparalleled fate of this illustrious man, that a breath of censure has not dared to impeach the purity of his conduct.

—Chas. James Fox.

4. He was first in peace, first in war, and first in the hearts of his countrymen.

—Henry Lee.

5. If among all the pedestals supplied by history for public characters of extraordinary nobility and purity, I saw one higher than all the rest, and if I were required at a moment's notice to name the fittest occupant for it, I think my choice at any time during the last forty-five years, would have lighted, and it would now light, upon Washington.

—W. E. Gladstone.

6. No man ever stood for so much to his country and to mankind as George Washington. Blot from the page of history the names of all the great actors of his time in the drama of nations, and preserve the name of Washington, and the century would be renowned.

—Chauncey M. Depew.

Have the children give the author's name after each quotation.

Here are some statistics in reference to the membership of the Oakland meeting of the State Teachers' Association: The State University furnished 11 members; Stanford, 20; Alameda county, 201; San Francisco, 51; Santa Clara County, 41; San Joaquin county, 19; Sonoma, 15; Contra Costa, 13; Colusa, 11; Yolo, 8; Sutter, 6; Tulare county, 13; Stanislaus, 8; Fresno, 10; Calaveras, 5; Mendocino, 7; Napa county, 7; Marin, 5; Tehama, 4; Butte, 10; Monterey, 8; Shasta, 3; Glenn, 4; Sacramento, 8; Amador, 11; Kern, 3; Yuba, 4; San Luis Obispo, 9; Santa Cruz, 15; Los Angeles, 9; San Mateo, 5; Solano, 7. These members do not represent the attendance; but do represent those who contributed one dollar to the support of the Association. The list of names show that there are many teachers receiving sixty-seven dollars a month who are members of the Association, while the men who are in receipt of large salaries forget to pay the dollar. There were about 1300 people in attendance, and 647 registered as members.

School News.

Western.

Oakland is still trying to secure the Wilmerding School.

The Occidental College, Los Angeles, was destroyed by fire in January.

Thomas Slavin has been elected principal of the Hollister High School.

The Napa College is to be transferred to the University of the Pacific, San Jose.

Professor Randall has been elected Vice-Principal of the State Normal, San Jose.

W. M. McKay, of Santa Rosa, has been elected as teacher in the Eureka High School.

Five of San Francisco's teachers were retired on pensions during the month of January.

The teachers of Oakland are in a tangle on the Teachers' Pension Act, or rather the enforcement of it.

W. F. Bliss, of Colton, was elected president of the San Bernardino County Teachers' Association.

Ex-Superintendent Seavey, of Placer county, has accepted the principalship of the Forest Hill school.

Professor Pennell was presented with an elegant cane by the graduating class of the Chico Normal School.

The School Board of Sacramento will insist hereafter that more prominence be given to national holidays in the schools.

It is reported in the daily papers that one Mrs. E. P. Burrell has been successful in fleeing teachers in a gold-mine scheme.

A new club, known as "The Teachers' Club," organized for mutual benefit and education, has been given new life in San Francisco.

Miss Agnes Stowell, of the Eastern Oregon State Normal School, has an excellent article in the *American Teacher* for January.

The San Jacinto Valley Teachers' Association, Riverside county, held a very interesting session during January in San Jacinto.

Professor S. W. Collins, a graduate student of Stanford, was elected to succeed A. C. Abshire, of the Santa Rosa High School. His specialty is physics and chemistry.

Professor Louis Avery, of the Redlands school, has been made a member of the Committee of Twelve of the Southern California Teachers' Association. He will make an active member.

The teachers of San Bernardino, assisted by Miss Margaret Mogeau, have raised, by private subscription, enough

money to secure several lectures from P. W. Search, editor of *Advance in Education*.

Frank Ellis, vice-principal of the Woodland schools, was in the city recently. Mr. Ellis was formerly editor of the *Lodi Sentinel*, and is one of the most practical teachers in the State, having had experience both in and out of the school-room.

Chicago, the city of culture, is just now convulsed with joy because it is going to "save" \$100,000 on its public schools, and that by simply cutting off such "fads" as drawing, singing, and physical culture. And Eugene Field cannot protest.—*S. F. Evening Post*.

Eastland School District, Marin county, running short of funds, and having to close for a three months' vacation, has raised \$300 by subscription for the continuation of school through the winter. C. C. Hughes, a graduate of Stanford, is the enterprising teacher.

State Superintendent Black delivered a carefully prepared address before the parents, children, and a few of the teachers of San Francisco, on the evening of January 24th. The audience was particularly enthusiastic, and the applause was frequent. Among the many good things he advocated was the assignment of pupils of at least two different grades to the teacher.

E. W. Davis, County Superintendent of Sonoma, delivered an eloquent address at the Citrus Fair at Cloverdale. He gave the following bit of sage advice: "Avoid land fever; it is better to have a small farm unincumbered than a princely estate mortgaged. A mortgage is a dark cloud over the sunniest home. Interest on a mortgage is a gourmand; the more it eats the hungrier it becomes."

Madison Babcock, with his usual foresight and interest in the children, is urging the establishment of a "Parental School" in San Francisco—a school that shall exist for the boys who have been elbowed out of the regular classes—not a reform school, but a school that will exist to make the boys conform to the ordinary method of training. It will take some one with the genius and capacity to govern.

That the interest in educational matters in Napa county is greater than ever before is evident from the fact that fifteen or twenty of our teachers were present at the State Association's meeting recently held in Oakland. Heretofore not more than four, and more often none, of the teachers attended. This revival of interest is due to a very great degree to the happy faculty our School Superintendent has in keeping in touch with the schools of the county and the work being done by the teachers.—*St. Helena Star*.

P. W. Smith, Superintendent of Placer County, has sent out a series of questions to the teachers of the county, the answers

to form a basis for a new course of study. It is his idea to simplify the methods of examination of pupils now in vogue. He advocates the examination of pupils in some subjects in January, and in the others at the close of the school year. It is wrong to carry on all the subjects through the entire school year. Mr. Smith has a body of wideawake teachers, and a good County Board of Education. He will therefore get some fruitful suggestions.

The graduating exercises at Chico were particularly interesting this year. Bishop Nichols and Dr. Jordan delivered excellent addresses, and the glee club rendered inspiring music. Professor Pennell, in presenting the diplomas to the twenty-three young people, said:

I have but few words to say to you. I feel sure that you who have been with us so long will go from here with big aspirations; but I wish to say that the artist in teaching as well as in every profession must look for his highest success to the closeness of his relations with life, and it is in direct proportion as these relations are close to life that the teacher will succeed. You see that I am pleading for a broader scope and wider horizon than in the education of the rank and file; and I believe that this broader scope and wider horizon can be obtained by direct contact with mankind. It is from mankind that you are to get your inspiration. On one occasion, after General Grant had addressed a great audience, he was asked how he felt. "I feel like one of them," he said. It is this ability to put yourself in the place of your pupils which is going to make your success in life. It was ability of this nature that made Shakespeare as great as he was—he put himself in the place of his characters.

Great work of any sort requires great patience. Have faith, have hope, and above all things have love for those you work with. I am not given to giving advice, and therefore I say nothing more along these lines; but before we part—it will be very hard for me to part with you—I wish to tell you how you have grown into my very heart. You have been here ever since I have been connected with this school. I have seen your minds and characters develop, and if you have taken any inspiration from me, I shall feel that the time has been well spent. Do not be satisfied in any way in standing where you are to-day, but go onward and upward, developing every possible power that is within you.

Report of San Diego City Schools.

Eugene De Burn has completed a careful and full report of the schools of San Diego city. The illustrations of buildings, manual training, and interiors are excellent. It shows that departmental teaching was inaugurated in 1893, and has been successfully carried on. Manual training, kindergarten work, sewing, drawing, and music are as much a part of the course of study as arithmetic. Superintendent De Burn argues that a pupil should not be required to pursue a study because it may be useful to him in a higher grade. He also advocates less arithmetic and more intelligent teaching of it. As a whole, the report is up to date, and reflects great credit on the Superintendent and the teachers and scholars of San Diego.

The noblest motive is the public good.—*Virgil*.

Reviews.

Some Notable School Books.

PATRIOTIC CITIZENSHIP. By Thomas J. Morgan. (American Book Co., Publishers. \$1.00.)

This is a book that ought to be used in the schools. It has many quotations, effective illustrations, and is carefully edited. It is a great book. It is a book that will stimulate patriotism and progress good citizenship.

THE ARDEN SHAKESPEARE. Heath's "English Classics" Series. (D. C. Heath & Co., Publishers. For sale by The Whitaker & Ray Co. 40 cents.)

This edition of Shakespeare is carefully edited by J. C. Smith, M. A. It presents the play from a literary aspect. The notes are excellent, and the type clear, and the lines numbered. The two plays recently presented are "As You Like It" and "Macbeth."

STORIES OF AMERICAN LIFE AND ADVENTURE. By Edward Eggleston. (American Book Co. 50 cents.)

This book, in connection with "Stories of Great Americans for Little Americans," by the same author, is intended to form an introduction to the study of our national history. It contains excellent supplementary reading for the third reader grade. These stories of adventure are full of interest and excitement.

TWILIGHT STORIES. By Elizabeth E. Foullese. (Silver, Burdett & Co., Publishers. Introductory price, 36 cents.)

A very prettily bound volume of delightful stories and poems for little children. It is an excellent supplementary reader for the lower primary grades. The stories are simple, natural incidents of child life, and quaint fairy tales, told in a charming manner and bound to hold the interest of every child. The book is daintily illustrated.

THE STORY OF WASHINGTON. By the Children of the Santa Rosa Schools, under direction of Jessie R. Smith. (For sale by Whitaker & Ray Co. 25 cents.)

This book, written and illustrated by children, is unique in the history of book writing. Frederic L. Burk, the up-to-date (and sometimes a little ahead-of-time) Superintendent, of Santa Rosa, had the book published at his own expense, and he is reaping his reward. The Child-Study Monthly, of Illinois, considers it one of the most interesting contributions to child literature that has ever been made.

THE ART AMATEUR. (Montague Marks, Publisher, New York. \$4.00.)

"The Art Amateur" is the most interesting art journal published. It ought to be in the hands of every drawing teacher, in fact, in the hands of every one who teaches drawing in the public school. So practical, so able, so art-inspiring a journal in the hands of the hundreds of public-school teachers who teach drawing would bring about a great change in the drawing in our schools.

THE THREE BEARS. By Mrs. L. A. Walker, Tompkins School, Oakland, Cal. (For sale by Whitaker & Ray Co. 25 cents.)

This unique story is printed in a series of twenty-five cards, or separate pages, and is designed for the receiving class. The vertical script is used. The baby words tell the story in a direct manner that pleases the child. It is a book that will be helpful to the primary teacher. It has grown out of the experience of the author in pictorial school-room work.

NATURE IN VERSE. Compiled by Mary I. Lovejoy. (Silver, Burdett & Co., Publishers. Introductory price, 72 cents.)

This book was compiled for the purpose of filling a long-felt want of a nature-poetry reader for children in the lower school grades. There are nearly 300 poems pertaining to nature, and the teacher will have no trouble in selecting such as are best suited to the subject she has in hand. Many of our best authors are represented. The poems are carefully grouped under "Songs of Spring, Summer, Autumn and Winter."

LESSING: Brief Account of His Life and Writings, Including "Nathan the Wise," with Notes. By Euretta A. Hoyles. Introduction by William Bernhardt, Ph. D. (Silver, Burdett & Co., Publishers. Introductory price, 48 cents.)

This volume is one of a series of German studies suitable for high schools. Miss Hoyles gives a very interesting sketch of Lessing's life, with an analysis of his principal writings. The book offers an excellent opportunity for acquaintance with Lessing's masterpiece, "Nathan the Wise," and with some of his characteristic fables.

MENTICULTURE; OR, THE A B C OF TRUE LIVING. By Horace Fletcher. (A. C. McClurg & Co. Publishers. For sale by the Whitaker & Ray Co. 90 cents.)

This book advocates the theory that anger and worry generates disease, and when one reads the book they make a mental reservation to stop worrying. The thoughts are presented in a striking manner. Many of the papers were read before the Mental Scientists at New Orleans. If "Fatigue" is poison to the system, then anger and worry certainly are. The book has met with a great sale. It is new. It will do the world some good.

FAIRY TALES AND FABLES. Designed for first year pupils. By John G. Thompson. (New Century Ed. Co., Publishers. For sale by the Whitaker & Ray Co., S. F.)

This book is a new departure in primary reading. It presupposes that a child knows about 200 words and introduces 300 new ones. The bird fables and folklore stories, with reproductions from great artists—Landseer, Rosa Bonheur, and others—are used. The book follows blackboard instructions, and is new, instructive, and entertaining. It has been adopted in New York, Chicago, and many of the Eastern cities.

ANNUAL STATISTICIAN AND ECONOMIST. L. P. McCarty, Editor and Publisher. (For sale by the author, or Whitaker & Ray Co. \$4.00.)

This book contains a marvelous array of facts. In order to compile it the author corresponds with every government on the face of the known earth. His data are from original resources and are always reliable. The last edition contains over 300 new and corrected pages. The statistics on the population of the world show that it has increased over fifty million the past five years. Here is a record in a compact form of the world's history. It is not a mine of information. It is more than that; it is a storehouse of facts.

IN THE SANCTUARY. By A. Van der Naillen. "California Authors" Series. (Wm. Doxey, Publisher. 50 cents.)

"In the Sanctuary" is a sequel to "On the Heights of Himalaya," and is a serious, romantic treatment of occult science. Professor A. Van der Naillen has long been known as President of the School of Mechanical Engineering now located in the History Building, San Francisco. He treats occultism in a very interesting way and searches after the mysterious truths of the hidden sciences. The book is well printed, and the style of composition clear and effective.

The Leader, of Weston, Oregon, has four pages devoted to lectures, by M. G. Royal, principal of the Normal School, reports of local institutes, and articles on education. Educational matters seem to have considerable impetus in Eastern Oregon.

Demorest's Family Magazine for February is more interesting than usual. The oil picture, the pages of portraits, the illustrated articles, fashions, correspondence, poems, all go to make up one of the most interesting magazines published. The subscription price is \$2.00 per year.

The Child-Study Monthly for February is the most interesting issue of that journal that has yet been made. It is edited by Wm. O. Krohn and Alfred Bayliss. In the February number, A. H. Yoder, well known to the teachers of San Francisco, has a syllabus on "Pubescence." Price, \$1.00 a year.

"Education," by Kasson & Palmer, is the best magazine on the literature of education published. It has a much wider circulation and is more adapted to the needs of the teachers than the Educational Review, which is purely a journal for college and university people. "Education" is published in Boston. Subscription \$3.00 per annum. It and the Western Journal of Education, \$3.50.

The Forum for January is a number of special interest, containing the following articles: "Some Suggestions on Currency and Banking," by Adolf Ladenburg; "Railroad Rate Wars: Their Cause and Cure," by John W. Midgley; "Naval Aspects of the Japan-China War," by Sir Edmund R. Fremantle; "Criminal Crowding of Public Schools," by Jas. H. Penniman; "The Development of Sculpture in America," by William Ordway



James A. Foshay,
School Superintendent, Los Angeles County.

Partridge; "A Study of Church Entertainments," by Rev. Wm. Bayard Hale; "Woman and the Bicycle," by Dr. Henry J. Garrigues; "The German Vote and the Republican Party," by Frederick William Hollis; "The Federal Census," by Carroll D. Wright; "Matthew Arnold's Letters," by Herbert Woodfield Paul; "Reminiscences of an Editor." Price \$3.00 a year; 25 cents a copy.

Teacher and Student, of San Jose, (edited by Nicholas J. Bowden,) for January, is an excellent journal. The group picture of the graduating class of the Normal is particularly good. The editorials are bright and pointed. In fact, with the Normal Exponent of Los Angeles, and the Teacher and Student of San Jose in the field, our friend the "Official Organ" will have to look out for its laurels.

Appleton's Popular Science Monthly for February is a strong number. It contains a notable table of contents. The articles specially interesting to public-school people are: "The Young Draughtsman," by James Sully; "Sketch of Andrew Dickson White," and "The Stamping Out of Crime," by Dr. Oppenheimer. All the articles, however, are thoroughly alive with interest. The Popular Science Monthly should be in all our school libraries.

Too Much System.

This bright one from the Indianapolis Journal is going the rounds of the press: "There is too much system in this school business," growled Tommy. "Just because I snickered a little the monitor turned me over to the teacher, the teacher turned me over to the principal, and the principal turned me over to paw." "Was that all?" "No. Paw turned me over his knee."

James A. Foshay.

Superintendent Foshay is a graduate of the New York State Normal School, and has been engaged in public-school work since he graduated. He was elected Superintendent to succeed P. W. Search; and in view of the fact that Los Angeles is the foremost city of the West in thrift and enterprise, with a capacity to double its population every ten years, he has a most important work. His splendid organizing ability will find full play. Mr. Foshay is in the prime of life; endowed with a magnificent physique, great energy, and a clear head, he will lead the schools to the front.

Busy-Work for the Little Ones.

The primary teacher in the district schools has had to face the problem—How to keep the children busy while she was engaged with other classes. The matter has been well solved by a series of busy-work for beginners now being put on the market by the New Century Educational Company. The busy-work that the editor of this journal has examined, for the purpose for which it is designed is the best to be had. It is on pedagogical lines. It meets the demand of the new teacher, as well as the old. There is work on numbers, word-building, color, domestic animals, wild animals, birds, flags, leaves, Hiawatha, pictures for language work, etc., weather signals in colors, and various hues. The busy-work is put up in boxes and sold for from fifteen to twenty-five cents. You can write to New Century Educational Company, 239 Broadway, New York, or to the Whitaker & Ray Company, 723 Market street, San Francisco, for further particulars. This is the cheapest and best busy-work ever designed for schools.

James A. Barr,

City Superintendent of Stockton is not a university graduate nor a pedagogical philosopher, but under his wise leadership the Stockton schools have become distinguished for advanced work among the leaders of education. Mr. Barr is a product of Stockton schools, a man of the people, and while he has emphasized drawing, manual training, music, and other "fads," he has never for a moment forgotten that the good in the old methods of education must be retained. Mr. Barr has the happy faculty of having teachers, principals, and pupils in touch with all his measures. He is not a strong man physically, but his capacity to work is great.

The Education of the Feeble-Minded.

The institution in this State for the education of the feeble-minded children, under the able supervision of Dr. Osborne and a careful board of directors, has made great progress. A recent visitor to the institution reports that the school is in a most excellent condition. But the greatest feature is the training of the children. Dr. Osborne is specially interested in the mental development of the unfortunates. The result in all grades of work is wonderful. An exhibition of the school work of these children is a most interesting pedagogical study. The work was examined by thousands at the World's Fair, and the California exhibition created a great deal of surprise. Dr. Osborne is to be congratulated on his success. Governor Budd is taking a great interest in Glen Ellen. The President of the Board of Trustees, A. P. Overton, of Santa Rosa, devotes a great deal of personal attention to this institution. If all our State institutions were as ably conducted, there would be less objection to appropriations.

The Yucca Root Soap.

The Yucca Root Toilet Soap is the best on the market. A practical experience in the use of it proves it to be all that is claimed. It has a wonderful healing as well as cleansing power. It is also an excellent soap for the complexion. A visit to the manufactory, 1155 Mission street, and examination shows that it is made from the genuine Yucca root, and vegetable oils, and delicate perfumes. It is put up in an attractive manner, and it not only makes clean, but is clean itself.

He is unworthy to govern who governs not himself.—*Selected.*



James A. Barr,
City Superintendent, Stockton, Cal.

Selections from "Patriotic Quotations."

PUBLISHED BY THE WHITAKER & RAY CO.

The hero of time is the hero of thought;
The hero who lives is the hero of peace;
And braver his battles than ever were fought,
From Shiloh back to the battles of Greece.
—Joaquin Miller.

As at early dawn the stars shine forth, even while it grows light, and then, as the sun advances, that light breaks into bands, and streaming lines of color, the glowing red and the intense white striving together, and ribbons the horizon with bars effulgent, so on the American flag, stars and beams of colored light shine out together; and wherever this flag comes, and men behold it, they see in its sacred emblems no ramping lion, no fierce eagle, no embattled castle or insignia of imperial authority; they see the symbols of light. It is the banner of dawn. It means liberty!—Henry Ward Beecher.

Upon my fresh, green sod
No king has walked to desolate,
But in the valleys Freedom sits and sings
And on the heights above:
Upon her brows are olive boughs,
And in her arms a dove.—Ina Coolbrith.

Our country—whether bounded by the St. John's and Sabine, or however otherwise bounded or described, and be the measurement more or less, still our country,—to be cherished in all our hearts, to be defended by all our hands.—Toast at Faneuil Hall on the 4th of July 1862, by Robert C. Winthrop.

Her heritage, from sea to sea,
A land that owns no craven's right,
Where but to breathe is to be free,
The flag the symbol of her might.
—Madge Morris.

The men to make a state must be brave men. I mean the men that walk with open face and unprotected breast. I mean the men that do, but do not talk. I mean the men that dare to stand alone. I mean the men that are to-day where

Moles, Warts, Superfluous Hair,

- Acne, Eczema,
- Wens, Cysts,
- Dandruff,
- Freckles,
- Pimples,
- Scars,
- Pittings,
- Wrinkles,
- Outstanding Ears
- A Large Mouth
- Powder Marks
- Tattoo Marks
- A Red Nose
- A Pug Nose
- Red Veins
- Blackheads
- Birthmarks
- Barbers' Itch



or any Mark, Blemish, Deformity, or Disease on, in, or under the skin, treated.

Lola Montez Creme,
The Skin Food and Tissue Builder
Makes Ladies beautiful. Prevents wrinkles. Keeps skin in perfect condition. Price 75 cts. By all druggists. No matter what form, Mrs. Nettie Harrison's articles will cure. Ladies at a distance treated for all defects of the face and figure. For any special or complicated blemish of face or form, write

MRS. NETTIE HARRISON,
Dermatologist,
40-42 Geary Street, San Francisco, Cal.

they were yesterday, and will be there to-morrow. I mean the men that can stand still and take the storm.—George Washington Doane.

So, then, our last words shall be for the Union. The Union will guard the fame of its defenders; will keep alive for mankind the beacon-lights of popular liberty and power; and its mighty heart will throb with delight at every true advance in any part of the world towards republican happiness and freedom.—George Baneroft.

\$100 Reward, \$100.

The readers of this paper will be pleased to learn that there is at least one dreaded disease that science has been able to cure in all its stages, and that is Catarrh. Hall's Catarrh Cure is the only positive cure now known to the medical fraternity. Catarrh being a constitutional disease, requires a constitutional treatment. Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system, thereby destroying the foundation of the disease, and giving the patient strength by building up the constitution and assisting nature in doing its work. The proprietors have so much faith in its curative powers, that they offer One Hundred Dollars for any case that it fails to cure. Send for list of Testimonials.

Address: F. J. CHENEY & CO.,
Toledo, Ohio.

Sold by Druggists, 75c.

Riverside Institute.

Edward Hyatt has called the institute of Riverside county for March 23d, 24th, and 25th. Miss Mogaun, of San Bernardino, will hold her institute on the same dates.

Spanish in Spanish

OR

Spanish as a Living Language

BY LUIS DUQUE

Late Instructor in the Leland Stanford Jr. University

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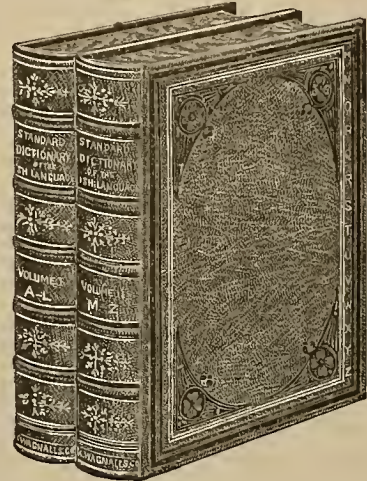
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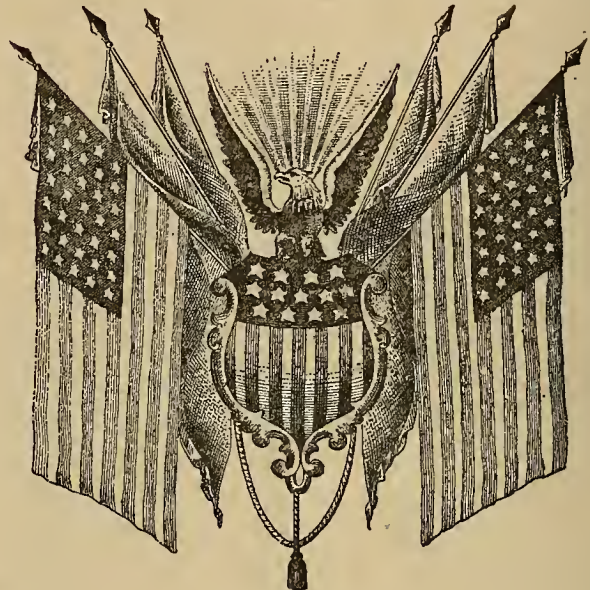
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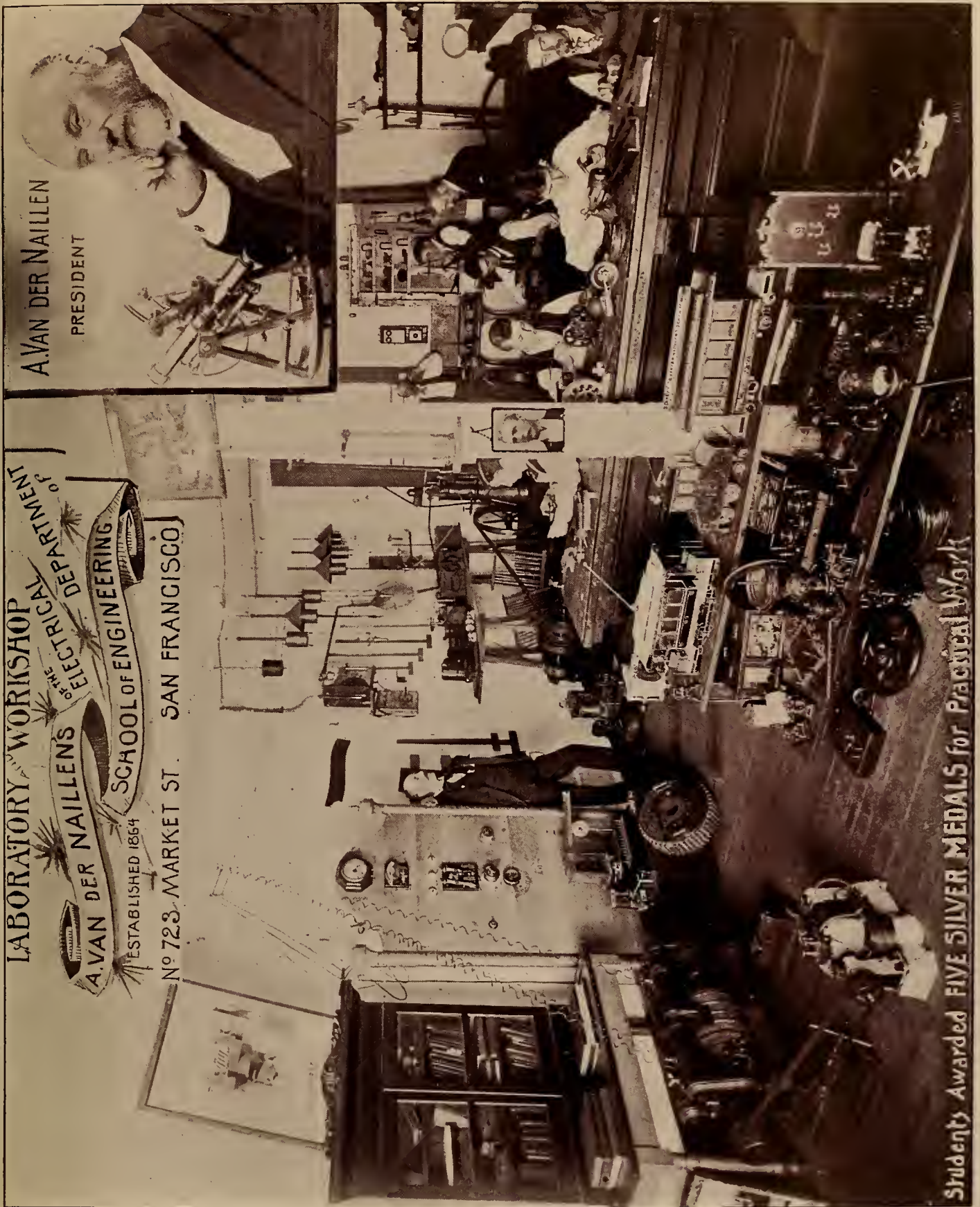
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[Frontispiece of Western "History Stories."]



March in California.
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THE WESTERN JOURNAL OF EDUCATION.

NEW SERIES.—VOLUME I.
OLD SERIES.—GOLDEN ERA, VOL. XLIII.

SAN FRANCISCO, MARCH, 1896.

NUMBER 10.
ESTABLISHED 1852.



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* * *

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* * *

A REVIEWER of books for a noted periodical, was handed a volume upon which to prepare an elaborate criticism. The book was dropped with a quaint expression of disgust: “I cannot review it; there is no preface to tell me what it is about.”

Publisher's Notice.

THE WESTERN JOURNAL OF EDUCATION succeeds to the subscription lists, advertising patronage, and good will of the Golden Era, established in San Francisco in 1852.

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ADVERTISEMENTS.—Advertisements of an unobjectionable nature will be inserted at the rate of two dollars a month per inch.

Pan-American Educational Congress. PROFESSOR EDWARD H. COFFEY, of the San Diego High School, has made a suggestion that those interested in educational progress ought to hail. It is that there be held an Educational Congress of all the American countries. Such an association would result in great good. It would give a greater outlook to educational questions and would quicken the pulse from the Straits of Magellan to the Bering Sea. Education of the people of the south coast countries would be a better protection than harbor defenses.

* * *

New Methods. THE teacher who is always changing her method of presenting subject-matter to a class, fails in results. The pedagogical teacher is not always the best teacher. The value of an idea gained from a school journal, or an institute conductor is in its adaptability to your method. New methods should grow, and grow, and grow. To make a sudden change in method is bad policy, unless your method is abominably poor.

* * *

Educational Journals. THE Public School Journal of Illinois is a publication with a distinct individuality. George P. Brown, the editor, is a man who thinks. The journal is an oasis in the desert of school journalism. The Popular Education and Primary Education are edited with a distinct understanding that they are published to meet the conditions of the schools of to-day. The Teachers' World takes the school world as it is, and leaves it a little worse than it was before. Kellogg's publications—notably the Teachers' Institute and Primary School—aim to meet the demands of progressive teachers. The American Teacher has in it the Winship flavor, while the Journal of Education is a bright, aggressive journal of current school news and discussions of school questions. The Western Teacher, edited in Milwaukee, by S. Y. Gillan, is original, thoughtful, and suggestive. Then there is the Overland Monthly—but, according to Fisher, it is doubtful if so able a literary journal can be classed as an educational journal, even with its brilliant array of contributors and its progressive

editor. There are, of course, many others; but it is not the intention in this brief editorial to compile a directory of school journals.

* * *

Use of the Stereopticon in the Public Schools THE New York Legislature has appropriated \$100,000 to secure instruction in the public schools by means of the stereopticon. In other words, the stereopticon as an instructor has come to stay. The Board of Education in New York has furnished a large number of the J. B. Colt's machines, and has begun active work. In the city of San Francisco, the Board of Education has employed Hattie B. Steele to teach geography and history by the aid of a stereopticon in the upper grades. The principals are unanimous in their indorsement of the use of pictures. The results have been very satisfactory. Mr. Geo. Breck, the agent of J. B. Colt & Co., 131 Post street, reports that the State University has purchased several machines for use at Berkeley. The President of Stanford uses a stereopticon frequently in his lectures. The writer illustrates the lecture, "Problems of Liberty," by one of the Colt stereopticons. In fact, their use, by lecturers, teachers, ministers, and schools is becoming a fad. In science, geography, history, and literature, they have become almost a necessity. The impressions made are so vivid, so realistic, so permanent, that the written page and the word-paintings are out of date.

C. P. HUNTINGTON'S ADVICE TO BOYS.

[The following extract from a letter of C. P. Huntington will be a good reading lesson for a morning exercise. The daily newspapers have not made the people so blind by prejudice as to be unable to appreciate a good thing when they see it.—ED.]

Now, a few serious words to the boys with stout hearts and strong arms, and nothing in their pockets, who have got the sober work of making a living before them. Take that work which is nearest to you until you can do better, and work with a will, doing it as well as you possibly can, and so steadily that one might almost think the Fates were doing it, yet turning your thoughts away from your mere manual labor to watch out for something higher and better. Do this and you will surely succeed. Be always true to yourself; work with an honesty of purpose, and spend no money for the things you do not need. I never in my life used tobacco, and until I was nearly 50 years of age I did not know the taste of wine or distilled liquors. It is interesting and instructive to figure out how much money a boy, commencing at 15 years of age, could have by the time he is three score and ten years, if he should save 25 cents a day, and compound it semi-annually at 5 per cent interest. Too many young men who go out to work watch the clock to be sure they don't reach their work one minute before the appointed time, or leave it one minute after the regulation hour for closing has struck. It is a great mistake;

for the hard times are sure to come when those who employ labor must part with some of it in the interest of a necessary retrenchment; and then it will be found that those who loitered on their way to work and hurried on the way from it will be the first to be dispensed with; while those who showed their interest in their work by not watching the clock lest they should give a moment more of their time than they had agreed to give—those who stayed behind to clean up their desks and to finish their work rather than their day—will be retained. Those who work well for others work well for themselves. Those who do not frequently find their reward in the poorhouse. How often have I observed that the manufacturer who made the best article he possibly could for a certain price grew steadily richer; while he who made the poorest article he could sell for the same price grew poorer until bankruptcy resulted.

To be successful, in the best sense of the word, one must work with an honesty of purpose, giving full weight and measure, and doing all things well to the whole extent of his ability. The desire to get rich in a hurry mars the happiness of many men, for wealth is of slow growth; but it comes at last to him who does not waste his moments, but works with all his might, and lives on less than he makes. Riches thus acquired bring comfort and happiness. Do not forget, though, that there is "a withholding that leadeth to poverty," not only in money, but in happiness; for the poor we have always with us, and to them we must always be ready to give our portion. I do not refer to those jackals in human shape who howl along our track with the outcries of the improvident, who think the world owes them a living, who want to gather where others have sown, who want to pick up something without laying anything down, and make those who save divide with those who will not; for to give to these is almost a sin, because giving to them makes the world worse instead of better.

An Impressive Silence.

Dr. Jordan delivered his lecture, "The Passion Play," at San Rafael some weeks ago. The story was illustrated with stereopticon views. Dr. Jordan spoke of each of the pictures in his usual interesting manner, until the picture of Christ on the cross was presented. Then, as if in the presence of a divine creation, he stood perfectly silent, with bowed head. The silence became almost painful. The scene was so unexpected, the silence so impressive, that it will always remain as one of the most remarkable scenes ever witnessed by the audience.

Modern heroism does not consist of throwing away our lives on some fanciful field of honor, but enduring successfully the little trials and temptations of every-day life.—*Selected.*

Primary Methods.

A STORY FOR REPRODUCTION.

[Read carefully the following story, and write the thoughts in your own words without referring to the book. Divide your story into three paragraphs. Learn the saying of Horace Mann, and write it word for word at the end of your story. If you know exactly what the saying means, you will never forget it.]

The Force of Habit.

THERE was once a horse that used to pull around a sweep which lifted dirt from the depths of the earth. He was kept at the business for nearly twenty years, until he became old, blind, and too stiff in the joints for further use. So he was turned into a pasture, and left to crop the grass without any one to disturb or bother him.

The funny thing about the old horse was that every morning, after grazing a while, he would start on a tramp, going round and round in a circle, just as he had been accustomed to do for so many years. He would keep it up for hours, and people often stopped to look, and wondered what had got into the head of the venerable animal to make him walk around in such a solemn way, when there was no earthly need of it. It was the force of habit.

The boy who forms bad or good habits in his youth will be led by them when he becomes old, and will be miserable or happy accordingly.

Habit is a cable—we weave a thread of it each day, and at last we cannot break it.—Horace Mann.

“GOOD MORNING STORIES.”

[The teacher can start off the day pleasantly by telling her pupils one of the following stories.]

Slander.

A LADY visited Sir Philip Neri on one occasion, accusing herself of being a slanderer.

“Do you frequently fall into this fault?” he asked.

“Yes, very often,” replied the penitent.

“My dear child,” said Philip, “your fault is great, but the mercy of God is greater. I now bid thee do as follows: Go to the nearest market and purchase a chicken just killed and still covered with feathers. Then walk to a certain distance, plucking the bird as you go. Your walk finished, return to me.”

The woman did as directed, and returned, anxious to know the meaning of so singular an injunction.

“You have been very faithful to the first part of my orders,” said Philip. “Now do the second part, and you will be cured: Retrace your steps, pass through all the places you have traversed, and gather up one by one all the feathers you have scattered.”

“But,” said the woman, “I cast the feathers carelessly away, and the wind carried them in all directions.”

“Well my child,” replied Philip, “so it is with your words of slander. Like the feathers which the wind

has scattered, they have been wafted in many directions. Call them back now, if you can. Go, sin no more.”—*The Quiver.*

Better Whistle Than Whine.

As I was taking a walk, I noticed two little boys on their way to school. The smaller one stumbled and fell, and, though he was not much hurt, he began to whine in a babyish way—not a regular roaring boy-cry, as though he were half-killed, but a little cross whine.

The older boy took his hand in a kind, fatherly way, and said: “Oh, never mind, Jimmy; don’t whine; it is a great deal better to whistle.” And he began in the merriest way a cheerful boy-whistle.

Jimmy tried to join the whistle. “I can’t whistle as nice as you, Charlie,” said he; “my lips won’t pucker up good.”

“Oh, that is because you have not got all the whine out yet,” said Charlie. “But you try a minute, and the whistle will drive the whine away.”

So he did, and the last I saw or heard of the little fellows they were whistling away as earnestly as though that was the chief end of life.—*Early Dew.*

HE READ THEM BACKWARD.

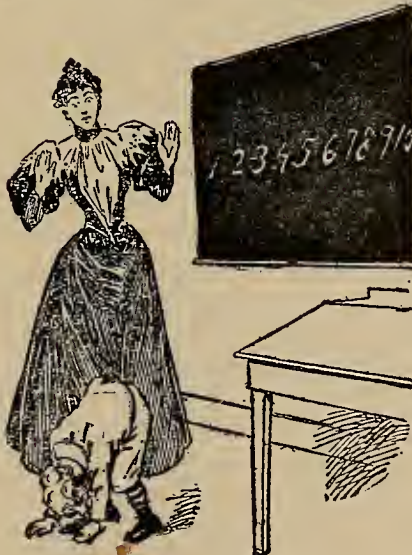
IT was a country school. The children were all of German descent, and attended with that regularity which characterizes their nationality, and as usual were all present on this particular day. Reading and numbers came first on the program. Reading was gone through with without anything unusual occurring, and the numbers then taken up.

I shall tell this just as it happened. The first to be questioned was a stout little fellow, the brightest in the class. “Hans,” said I, “you may read the numbers as I point to them on the board.” So I began to point and Hans began to read, which was something like as follows: “Von, dwo, dree, vour, vife, zix, zeeven, ocht, nien, den.” “That was well done, Hans,” said I. “Now you may read them backward.”

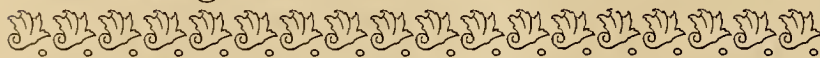
The little fellow’s face darkened for an instant, then suddenly brightened, as the idea how to read them backwards came to him. He first turned his back to the board and tried to read them by looking over his shoulder, but failing in this he bent forward until his hands touched the floor and looked from between his legs at the numbers back of him on the board.

I will not attempt to describe the uproar among the rest of the scholars, nor did I at the time

attempt to quell it; for any one who would not laugh at that long-headed little German boy as he placed himself in such a ridiculous position to read the numbers backward is lacking one of the characteristics of genuine humanity.—*Jennie B. Hogan, Marquette, Mich., in Chicago Times-Herald.*



Grammar Grade and High School Methods.



PROGRAM FOR ARBOR DAY,

IN November, 1886, Joaquin Miller led a movement for the planting of trees in California. A Greek cross was planted on Goat Island and about 5000 trees at the Presidio by the school-children of San Francisco. A fire destroyed the trees on the island, and Joaquin Miller planted a new cross at his home on "The Hights."

The work of tree-planting was taken up generally throughout the State. In San Diego county 11,000 trees and shrubs were planted in the school grounds, and around the beautiful bay are avenues of palms, pines, gravillas, eucalyptus, pepper, lemon, and orange.

To Nebraska belongs the honor of giving birth to Arbor Day, and as a result the entire State has been made beautiful.

I would suggest the following program as suitable for Arbor Day:

1. RAISING AND SALUTING THE FLAG.
2. SONG — "Star-Spangled Banner."
3. ADDRESS OF WELCOME (by teacher or pupil).
4. SENTIMENTS ABOUT TREES (by pupils).
5. ESSAYS ON TREES (by pupils).
6. SONG — "Swinging 'Neath the Old Apple-Tree."
7. TREE-PLANTING.
8. SONG — "Arbor Day Song."

Sentiments Concerning Trees.

And this our life, exempt from public haunts,
Finds tongues in trees, books in the running brooks,
Sermons in stones, and good in everything.

— *Shakespeare, "As You Like It."*

There is something unspeakably cheerful in a spot of ground which is covered with trees, that smiles against the rigors of winter, and gives us a view of the most gay season in the midst of that which is most dead and melancholy.

— *Addison.*

'T is education forms the common mind;
Just as the twig is bent the tree's inclined.—*Pope.*

He who plants trees loves others besides himself.

— *Anon.*

To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.

— *Wordsworth.*

When our wide woods and and mighty lawns
Bloom to the April skies,
The earth has no more gorgeous sight
To show to human eyes.

— *Bryant.*

As the leaves of trees are said to absorb all noxious qualities of the air, and to breathe forth a purer atmosphere, so it seems to me as if they draw from us all sordid and angry passions, and breathe forth peace and kindness. — *Irving.*

Trees are indeed the glory, the beauty, and the delight of nature. — *Prof. Wilson.*

No tree in all the grove but has its charms
Though each its love peculiar. — *Cowper.*

Flower from the crannied wall,
I pluck you out of the crannies;
Hold you here, root and all, in my hand,
Little flower; but if I could understand
What you are, root and all,
I should know what God and man is.—*Tennyson.*

Praise the Lord from the earth. Fire and hail;
snow and vapor; stormy wind fulfilling His word.
Mountains and all hills; fruitful trees and all cedars.

And all the trees of the field shall know that I, the Lord, have brought down the high tree, exalted the low tree, have dried up the green tree, and have made the dry tree to flourish: I, the Lord have spoken and done it.

And now also the axe is laid unto the root of the trees; therefore, every tree which bringeth forth not good fruit is hewn down and cast into the fire.

Plant a Tree.

He who plants a tree
Plants a hope;

Rootlets up through fibres blindly grope;
Leaves unfold into horizons free.

So man's life must climb
From the clods of time
Unto heavens sublime.

Canst thou prophesy, thou little tree,
What the glory of thy boughs shall be?

He who plants a tree,
He plants love:

Tents of coolness spreading out above
Wayfarers he may not hope to see.
Gifts that grow are best;
Hands that bless are blest.
Plant! Life does the rest.

Heaven and earth help him who plants a tree,
And his work its own reward shall be.

— *Lucy Larcom.*

Subjects for Essays.

Famous Trees.	Family Tree — Humorous.
Utility of Trees.	Hamadryads.
Legends about Trees.	Trees Suitable for Our Climate.
Trees for Revenue.	Diseases of Trees.
Growth of Trees.	Bark.
Sequoia Gigantea.	Single Tree — Humorous.

The Most Blessed.

Give fools their gold and knaves their power;
 Let fortune's bubbles rise and fall;
 Who sows a field, or trains a flower,
 Or plants a tree, is more than all.

For he who blesses most is blest;
 And God and man shall own his worth
 Who toils to leave as his bequest
 An added beauty to the earth. — *Whittier.*

For Pupils to Recite.

THE MUSICAL TREE.—This tree has a peculiarly shaped leaf, and pods with a split or open edge. The wind passing through these gives out the sound which gives the tree its name. In Barbadoes there is a valley filled with these trees, and when the trade-winds blow across the island a constant moaning, deep-toned whistle is heard from it, which in the still hours of the night has a weird and unpleasant effect. A species of acacia, in the Soudan, is also called the "whistling tree" by the natives. Its shoots are frequently, by the agency of the larvæ of insects, distorted in shape and swollen into a globular bladder, from one to two inches in diameter. After the insect has emerged from a circular hole in the side of this swelling, the opening played upon by the wind becomes a musical instrument, equal in sound to a flute.

THE BOTTLE TREE.—Among the most singular specimens of vegetable life are the bottle trees of Australia. As the name implies, they are bottle-shaped, increasing in girth for several feet from the ground, and then tapering toward the top, where they are divided into two more huge branches, bearing foliage composed of narrow lance-shaped leaves from four to seven inches long. The bark is rugged and the foliage the same in the old and the young trees. The bottle-tree sometimes grows to a height of sixty feet and measures thirty-five feet around the trunk. Many of them are supposed to be thousands of years old.

THE ANGRY TREE.—This tree is also a native of Australia. It reaches the height of eighty feet after a rapid growth, and in outward appearance somewhat resembles a gigantic century-plant. One of these curious plants was brought from Australia and set out in Virginia, Nevada, where it has been seen by many persons. When the sun sets the leaves fold up and the tender twigs coil tightly, like a little pig's tail. If the shoots are handled, the leaves rustle and move uneasily for a time. If this queer plant is moved from one spot to another it seems angry, and the leaves stand out in all directions, like quills on a porcupine. A most pungent and sickening odor, said to resemble that given off by rattlesnakes when annoyed, fills the air, and it is only after an hour or so that the leaves fold in the natural way.

WEeping TREES.—"In the forests of Washington and British Columbia," says a traveler, "I have fre-

quently seen the trees dripping copiously during clear, bright days, when no dew was visible elsewhere. The dripping was so profuse that the ground was almost saturated. The phenomenon in this case was caused by the remarkable condensing power of the leaves of the fir. The dripping ceases after ten or eleven o'clock in the morning, but resumes at or near sunset." In the Island of Ferro, we are told by a gentleman who sailed with Hawkins on his second voyage to Africa, there is a weeping tree that supplies all the men and beasts of the island with drink, there being no other available water supply. Further, he states that in Guinea he saw many weeping trees, but of a species different from that of Ferro.

THE MONKEY BREAD.—The queerest of trees must be the baobab, or monkey bread. It grows to the height of forty feet, but its girth is entirely out of proportion to its height; some trees being thirty feet in diameter. An old baobab in Africa is more like a forest than a single tree. Their age is incalculable. Humboldt considers them as the oldest living organic monument of our planet. It produces fruit about a foot long, which is edible. As an example of slow growth in England, a baobab at Kew, though more than eighty years old, has only attained a height of four and a half feet.

THE BREAD-FRUIT TREE.—This is one of the most ornamental and symmetrical trees in the world. It is native to the islands of the Pacific Ocean. The tree towers to the height of about fifty feet. Its green globular fruit, when baked, offers a very acceptable substitute for bread.

THE STINGING TREE.—It would be as safe to pass through fire as to fall into one of these trees at Queensland. They are found growing from two or three inches high to ten or fifteen feet. In the old ones the stem is whitish, and red berries grow on the top. It emits a peculiar and disagreeable smell, but it is best known by its leaf, which is nearly round, and, having a point at the top, is jagged all around the edge, like the nettle. All the leaves are large—some larger than a saucer.

A traveler says: "I have seen a man who treats ordinary pain lightly roll on the ground in agony, after being stung; and I have known a horse so completely mad, after getting into a grove of the trees, that he rushed open-mouthed at every one who approached him, and had to be shot. Dogs, when stung, will rush about, whining piteously, biting pieces from the affected part."

There is a lesson of toil, a lesson on the appreciation of beauty, a lesson in utility, a lesson in nature study, and a general good time to be had from the planting of a tree in the schoolground.

Out of the Deserts of Life,

The palm-tree of Victory grows.—*Madge Morris.*

Arbor Day Song.

Let other lands of knighthood sing!
 Thou art my song, America;
 In thee each free-born soul is king,
 In Freedom and America!
 Strong were the hands that planted thee,
 Grand was the Mayflower on the sea,
 That bore the seed of Liberty
 To thee, the world's America!

In Freedom's air we plant the tree,
 Our land of hope, America;
 Beneath the blue sky, Freedom's dome,
 Within the green earth, Freedom's home,
 We plant the tree for years to come,
 And pray, God bless America!

The ages waited long for thee,
 Our own, our own America!
 Then rose the pilot of the sea,
 America, America!

He saw the stars prophetic shine,
 And dreamed the earth a star divine,
 And found beyond the horizon's line,
 Thy happy isles, America!

In Freedom's air we plant the tree, etc.

Hope set the schoolhouse by the home,
 Our own, our own America;
 Faith left in air her golden dome,
 America, America!

And where our fathers knelt to pray,
 The crowned cities rise to-day,
 And Progress marks her outward way,
 Heart of the West, America!

In Freedom's air we plant the tree, etc.

Let other lands of knighthood sing!
 Thou art my song, America;
 In each free-born soul is crowned a king,
 In my own land, America!
 I love thy homes where honor dwells,
 The honest toil that commerce swells;
 I love thy old New England bells,
 My own, my own America!

In Freedom's air we plant the tree, etc.

— *Hezekiah Butterworth.*

When Mark Twain was playing with his first baby, his wife said: "Sam you seem to love that baby very much." "Well," said Twain, "I can't say that I love it, exactly, but somehow I respect it for its father's sake."

He was a countryman, and as he walked along a busy thoroughfare he saw a sign on a manufacturing establishment, "Cast-iron Sinks," It made him mad. He said any fool ought to know that.

Extremes meet, as the man said when he found ox-tail soup and tongue on the lunch-counter.

AN ATTRACTIVE SCHOOLROOM.

SECOND PAPER—BY S. ROSELLA KELLEY.

I PROMISED to tell in this paper how one woman succeeded in making her schoolroom attractive. As soon as I learned the names of the newly elected trustees I was confident that I could write you of her success.

"Now, these men will do their part," I thought, "and the little schoolma'am will do hers, and things are going to move around these school premises!"

And, verily, things came to pass just as I said they would. Walking in quite unceremoniously the other day, I found new olive shades softening the light that kissed the sunny-haired little ones at their work. The walls were tinted a delicate seashell pink, and the room was bright and cheerful with books, pictures, and flowers.

"Ask, and it shall be given you," quoted the little teacher enthusiastically. "I begin to think it was my fault that I did not have these good and pleasant things before. The trustees are now preparing to pipe water on the grounds and into the building, to grade the schoolyard, and plant shade-trees.

"Here is a set of 'up-to-date' encyclopedias for our library. We are doing better work; we are forming good habits; we are clean, busy, and happy this year."

And I agreed with her. But I added: "You *must* do your very best, little woman. Nothing short of that will satisfy your ambition. And where much is given, much will be required, you know."

The photographer has been abroad in the land, and has some excellent pictures of all the school-buildings in this vicinity. Our schoolma'am says she will defy even the editor of the WESTERN JOURNAL OF EDUCATION to pick out "the bad boy" in the picture of her group of small urchins. She says the bad boy is not in it! I suppose he was absent that day. But yet I never heard her acknowledge that any of her boys are bad. Somehow, she always brings to the front the best there is in a boy and keeps his faults in the background.

And Whittier's pictured face looks at her boys with laughing eyes, merry eyes, and she tells them of his boyhood on the farm; of his boyish sports; of his kindness to all animals and other helpless creatures; and she prays the prayer of Plato old, "God make them beautiful within; these, my boys, that will some day be men."

The "Children's Poet," of course, has a corner in the schoolroom and a share in the affection of the boys and girls, who, studying the rhyme of the poet under his sweet, earnest gaze, are learning that—

"Lives of great men all remind us,
 We can make our lives sublime—
 And, departing, leave behind us
 Footprints on the sands of time.

Let us, then, be up and doing,
 With a heart for any fate—
 Still achieving, still pursuing,
 Learn to labor and to wait."

Favorite Verses by the Poet of the Sierras.

The Poet of the Sierras has lived among his trees and roses on "The Hights" for the past ten years. He now comes down with a message to the people. This message he gives to the world in his lecture, "Lessons Not in the Books," and in his new book, "Songs of the Soul"—

"And oh, the voices I have heard!
Such secrets could I dare disclose,
A brother's soul in some sweet bird,
A sister's spirit in a rose."

Several of the poems here published are not found in any of his twenty-two published volumes.

A BIT OF BIOGRAPHY.

MILLER, JOAQUIN, a Scottish-American poet, whose real name is Cincinnatus Heine Miller, was born in Indiana, November 10, 1842. When he was ten years old his father emigrated to Oregon, whence the boy, three years later, went to California to try his fortune. After a wandering life of seven years, he returned home, and entered a lawyer's office at Eugene, Or., having been twice wounded in the Indian wars. The next year he was express messenger in the gold-mining districts of Idaho, which he left to take charge of the Democratic Register, a weekly newspaper at Eugene, Or. Hostile Indians invested the new city, and he led an expedition against them into their own country; but after a long and bloody campaign he was driven back, leaving his dead on the field. From 1866 to 1870 he served as County Judge of Grant county, and during this time began to write his poems. He published first a collection, in paper covers, called "Specimens," and next a volume with the title, "Joaquin et al." In 1870 he went to London, where he published in the following year "Songs of the Sierras" and "Pacific Palms." In 1873 appeared "Songs of the Sun Lands," and a prose volume entitled "Life Among the Modocs." His later works are: "The Ship in the Desert" (1875), "First Families of the Sierras," "The One Fair Woman," "Baroness of New York," "Songs of Far-Away Lands" (1878), "Songs of Italy" (1878), "Shadows of Shasta" (1881), "Memorie and Rime" (1884), and "Forty-Nine." He is the author of several plays, among which "The Danites," "The Silent Man," "Mexico," "'49," "Tally Ho!" are more or less popular. He is now (1890) writing "The Life of Christ," in verse, and growing trees in California.—*From "Men and Women of the Time."* (George Rutledge & Sons, London, 1891.)

Columbus.*

Behind him lay the gray Azores,
Behind the Gates of Hercules;
Before him not the ghost of shores,
Before him only shoreless seas.
The good mate said: "Now must we pray,
For lo! the the very stars are gone.
Brave Adm'rl, speak; what shall I say?"
"Why, say: 'Sail on! sail on! and on!'"
"My men grow mutinous day by day;
My men grow ghastly wan and weak."
The stout mate thought of home; a spray
Of salt wave washed his swarthy cheek.
"What shall I say, brave Adm'rl, say,
If we sight naught but seas at dawn?"
"Why, you shall say at break of day:
'Sail on! sail on! sail on! and on!'"

They sailed and sailed, as winds might blow,
Until at last the blanched mate said:
"Why, now not even God would know
Should I and all my men fall dead.
These very winds forget their way,
For God from these dread seas is gone.
Now speak, brave Adm'rl; speak and say——"
He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:
"This mad sea shows its teeth to-night.
He curls his lip and lies in wait,
With lifted teeth, as if to bite!
Brave Adm'rl, say but one good word;
What shall we do when hope is gone?"
The words leapt as a leaping sword:
"Sail on! sail on! sail on! and on!"

Then, pale and worn, he kept his deck,
And peered through darkness. Ah, that night
Of all dark nights! And then a speck—
A light! A light! A light! A light!
It grew, a starlit flag unfurled!
It grew to be Time's burst of dawn.
He gained a world; he gave that world
Its grandest lesson: "On! sail on!"

To Mount Shasta.

I stood where thunderbolts were wont
To smite thy Titan-fashioned front;
I heard huge mountains rock and roll;
I saw the lightning's gleaming rod
Reach forth and write on heaven's scroll
The awful autograph of God!

The Isles of the Amazons.

God's poet is silence! His song is unspoken,
And yet so profound, so loud, and so far,
It fills you, it thrills you with measures unbroken,
And as still, and as fair, and as far as a star.
The shallow seas moan. From the first they have
mutter'd,
As a child that is fretted, and wept at their will . . .
The poems of God are too grand to be utter'd:
The dreadful deep seas they are loudest when still.

In men whom men condemn as . . .,
I find so much of goodness still;
In men whom men pronounce divine,
I find so much of sin and blot,
I hesitate to draw the line
Between the two, when God has not.

How beautiful she was! Why she
Was inspiration! She was born
To walk God's summer halls at morn.

* In a recent critical article in the London Athenæum is this sentence: "In point of power, workmanship, and feeling, among all the poems written by Americans, we are inclined to give first place to the 'Port of Ships' [or 'Columbus'] by Joaquin Miller."

The Passing of Tennyson.

We knew it, as God's prophets knew;
 We knew it, as mute red men knew,
 When Mars leapt searching heaven through
 With flaming torch, that he must go.
 Then Browning, he who knew the stars,
 Stood forth and faced insatiate Mars.

Then up from Cambridge rose and turned
 Sweet Lowell from his Druid trees —
 Turned where the great star blazed and burned,
 As if his own soul might appease.
 Yet on and on through all the stars
 Still searched and searched insatiate Mars.

Then stanch Walt Whitman saw and knew;
 Forgetful of his "Leaves of Grass,"
 He heard his "Drum Taps," and God drew
 His great soul through the shining pass,
 Made light, made bright by burnished stars,
 Made scintillant from flaming Mars.

Then soft-voiced Whittier was heard
 To cease; was heard to sing no more;
 As you have heard some sweetest bird
 The more because its song is o'er.
 Yet brighter up the street of stars
 Still blazed and burned and beckoned Mars.

* * * * *

And then the king came; king of thought,
 King David with his harp and crown . . .
 How wisely well the gods had wrought
 That these had gone and sat them down
 To wait and welcome 'mid the stars
 All silent in the light of Mars.

All silent . . . So, he lies in state . . .
 Our redwoods drip and drip with rain . . .
 Against our rock-locked Golden Gate
 We hear the great and sobbing main.
 But silent all . . . He passed the stars
 That year the whole world turned to Mars.

To Juanita.

Come, listen, O love! to the voice of the dove,—
 Come, hearken, and hear him say,
 There are many to-morrows, my love, my love—
 There is only one to-day.

And all day long you can hear him say:
 This day in purple is rolled,
 And the holy stars of the milky way
 They are cradled in cradles of gold.

Now, what is thy secret, serene, gray dove,
 Of moving, of rising away?
 There are many to-morrows, my love, my love—
 There is only one to-day.

The Fortunate Isles.

You sail and you seek for the Fortunate Isles—
 The old Greek Isles of the yellow birds' song?
 Then, steer straight on, through the watery miles,—
 Straight on, straight on, and you can't go wrong;
 Nay, not to the left,—nay, not to the right—
 But on, straight on, and the Isles are in sight—
 The Fortunate Isles, where the yellow birds sing,
 And life lies girt with a golden ring.

These Fortunate Isles, they are not so far—
 They lie within reach of the lowliest door;
 You can see them gleam by the twilight star
 You can hear them sing by the moon's white shore—
 Nay, never look back! Those leveled gravestones,
 They were landing steps; they were steps unto thrones
 Of glory for souls that have sailed before,
 And have set white feet on the fortunate shore.
 And what are the names of the Fortunate Isles?
 Why, Duty, and Love, and a large content.
 Lo! these are the isles of the watery miles,
 That God let down from a firmament.
 Lo! Duty and Love, and a true man's trust,
 Your forehead to God, though your feet in the dust;
 Lo! Duty and Love, and a sweet babe's smiles,
 And these, O friend! are the Fortunate Isles.

Peter Cooper.

Give honor and love forevermore
 To this great man, gone to rest;
 Peace on the dim Plutonian shore,
 Rest in the land of the blest.
 I reckon him greater than any man
 That ever drew sword in war;
 I reckon him nobler than king or khan,
 Braver and better by far.
 And wisest he in this whole wide land
 Of hoarding till bent and gray;
 For all you can hold in your cold, dead hand,
 Is what you have given away.
 So, whether to wander the stars or to rest,
 Forever hushed and dumb;
 He gave with a zest, and he gave his best—
 Give him the best to come.

A. T. Stewart.

The gold that, with the sunlight, lies
 In trusting heaps at dawn,
 The silver spilling from the skies
 At night to walk upon,
 The diamonds gleaming with the dew
 He never saw, he never knew.
 He got some gold, dug from the mud,
 Some silver, crushed from stones;
 The gold was red with dead men's blood,
 The silver black with groans;
 And when he died he moaned aloud,
 "There'll be no pocket in my shroud!"

A Successful Year for the Whitaker & Ray Co.

IN February, 1895, the Whitaker & Ray Company incorporated, and purchased the Educational business of the Bancroft Company. Large storerooms were leased for a term of years in the History Building, a cut of which adorns this page, and business was started in a modest way. The firm was composed of Whitaker & Ray, of Galt, Cal., a firm that has been in existence twenty-five years, and established an excellent reputation for business integrity and enterprise, C. C. Adams, a graduate of the San Jose Normal School, a teacher of large experience, and a successful salesman in the school supply-business, and of Charles M. Wiggin, a young man who had been trained in the hard school of business experience. The following letter explains itself:

THE BANCROFT COMPANY,

PUBLISHERS, BOOKSELLERS, STATIONERS,
PRINTERS AND ENGRAVERS.

Agents Eastern and European Manufacturers.
History Building, 723 Market Street.
Factory, 49 First Street.

San Francisco, Feb. 23, 1895.

To the Educational Public:

We are pleased to announce that we have disposed of our entire Educational business to the Whitaker & Ray Company, who will conduct a general school-book and supply business. We turn over to them all orders that we may hereafter receive in this line, and would refer our past Educational patrons to them.

Mr. Chas. M. Wiggin, who is a member of the company, and will have charge of the business here, has been in full management of our Educational Department for many years, so that we feel assured that your orders will be promptly and carefully filled.

We earnestly recommend them to the educational public, and wish them every success. Very truly,

The Bancroft Company.
H. H. Bancroft, President.

The firm began business with abundant capital. Its credit was established at once. The result was that a good trade was secured from the start.

The firm, in the Book Department, carries a large stock of School and College Text-Books, Pedagogical Books, miscellaneous books of all kinds, and, in fact, the books of all the leading publishers of the United States. It carries the largest list of school library books to be found on the coast, and has the exclusive agency for E. L. Kellogg & Co.'s Publications; Normal Publishing House Publications; New England Publishing Co.'s Publications; A. Flanagan's Publications; Marsh Bros.' Publications; Edgar S. Werner's Publi-

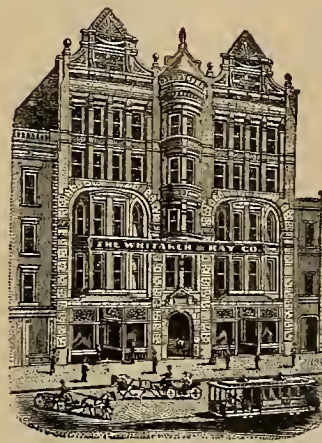
cations; Rand & McNally's Maps; Parker's Arithmetic Chart; Youth's Companion Selections; Penn Publishing Co.'s Plays and Juveniles; C. N. Bardeen & Co.'s Publications.

In the School Supply trade, is included Desks (manufactured on this coast), Globes, Maps, Kindergarten Materials, Pens, Inks, Papers, Blackboards, Clocks, Busy-Work, Physical Apparatus, Charts, Stencils, Dictionaries, Chairs, Crayons, Weights and Measures, Microscopes, Bookcases, Report Cards, Reward Cards, Flags, Diplomas, Window Shades, Bells, etc.

The firm begins the second year by enlarging its scope in the publishing business. It has among its publications the following standard works: Childs' Bookkeeping; Childs' Topical Analysis of History; Rattan's California Flora; Key to Advanced State Arithmetic; Marsh's Reformed Shorthand; Stone's Essentials of Arithmetic; Map of California and Nevada; Geographical Definition Chart; Map of the Bay Counties; 1000 Primary Questions for Certificates; High School and Grammar Grade Questions; Patriotic Quotations, compiled by Harr Wagner.

In press: Joaquin Miller's "Songs of the Soul"; Western Series of Readers, 4 vols., by Harr Wagner.

By judicious advertising, and by filling every order that comes in, a large mail business has been built up. The firm, by its promptness and its desire to accommodate its patrons, has won many friends. Its trade during the year just closed has extended to every county in the State, to Oregon, Washington, Nevada, Arizona, and to the south coast foreign countries. It has practically triumphed over the hard times, and begins the second year of its existence with full appreciation of the patronage in the past, and desires to secure further orders by deserving the same.



Teachers' Headquarters
The Whitaker & Ray Company
No. 723 Market Street
San Francisco.

New Book by President Jordan.

The Care and Culture of Men.

By DAVID STARR JORDAN,

President Leland Stanford Jr. University,
and California Academy of Sciences.

Ready April 1st. Neatly bound in cloth, \$1.50.

The Whitaker & Ray Co., Publishers.

School News.

Western.

There are 736 pupils in the Portland (Or.) High School.

Bonds to erect a new school building in San Rafael, were defeated by fifteen votes, February 15th.

In May the City Board of Education of San Diego will elect a Superintendent for the next four years.

An interesting meeting of the Northern San Luis Obispo County Teachers' Association will be held March 28th.

The growth of high schools is something wonderful. The census will show a much larger number of pupils than ever before.

F. H. Hyatt, formerly of the San Diego High School, has been elected principal of the Chico High School, at a salary of \$250 per month.

High-school principals and university men will hold a conference during the meetings of the Southern California Teachers' Association, at Los Angeles.

The Board of Supervisors of Humboldt county established six new districts last month. Superintendent Brown must make public schools popular in his county.

The Sacramento Board of Education is discussing the propriety of placing educational journals in the schools for teachers, as necessary tools for them to work with.

The Southern California Teachers' Association will meet March 26th, 27th, and 28th. It is announced that W. T. Harris, Col. F. W. Parker, and N. C. Dougherty will be present.

Stanford men are popular in the south. Dr. Jordan, Professors Jenkins, Griggs, and Lathrop are on the institute programs of Orange, Riverside, and San Bernardino counties.

The Hanford High School was dedicated February 24th. Superintendent J. W. Graham made an excellent address. E. H. Walker, the principal, has reason to feel proud of his new home.

P. M. Fisher, editor of Pacific Educational Journal, is in danger of losing the sight of one of his eyes. In addition to his duties as editor, he is pursuing a post-graduate course in the State University.

The San Diego county institute will be held March 23d, 24th, and 25th. The institute will then adjourn to Los Angeles, taking a special steamer, to attend the meeting of the Southern California Teachers' Association.

The educational standard of Mariposa county is exceptionally high. Under the watchful supervision of Miss Julia L.

Jones the tuition of the young in this county is something of which everybody is legitimately proud.—*Gazette*.

Rounseville Willdman, the editor of the educational journal, the Overland Monthly, delivered an interesting and instructive lecture before the Geographical Society, on Tuesday, February 18th. He is a fluent speaker and a keen observer.

Harr Wagner will deliver his illustrated lecture, "Problems of Liberty," at Stanford University, March 6th; at San Rafael, March 13th; at Porterville, March 16th, and will talk at the institutes of Riverside and San Bernardino counties.

It is reported that Monterey and Pacific Grove are seriously contemplating the building of a fine high school for the use of the two places. It would seem that higher education is increasing in demand, and that soon no city will be complete without the high school and its special corps of teachers.

Joaquin Miller lectured on "Lessons Not in the Books," at St. Helena, San Rafael, Woodbridge, Stanford University, Livermore, Stockton, and Woodland during February to large and appreciative audiences. In March, he will lecture in Sanger, Fresno, Porterville, Bakersfield, and Southern California.

The Cuyamaca High School Board in Julian, San Diego county, has completed a new high-school building. This school has a somewhat serious time of existence, but the present efficient principal, Dr. Keene, and the earnest president of the Board of Trustees, James Kelley, have brought it forward on a permanent basis.

Hon. H. C. Cutting has notified school trustees and teachers throughout the State that a State Teachers' Institute will be held at Reno, Nevada, beginning April 6th, and continuing five days. Half-rates will be given on all railroads, and the hotels at Reno give special rates. The law provides that teachers can attend State Institutes without loss of salary for the time thus employed.

There is great rejoicing in school circles in Tacoma. The Supreme Court has declared that the warrants issued by the School Board are valid. The warrants were in payment of the salaries of teachers since beginning of the school year. The contention was that the special tax would not be used for past indebtedness of the school department.

Miss Addie Horton, who taught school in San Diego county with great success for the past year and a half, was forced to resign her school because the County Board of Education would not grant her a grammar-grade certificate on her San Francisco Normal School diploma, nor on her grammar-grade certificate issued by the Board of Education.

Visalia is considering the proposition of building a handsome new high-school building. A county with a man like J. S.

McPhail at the head of its school department is bound to make educational progress. Superintendent McPhail dropped in on the Madera county institute to get points, and we will be disappointed if he is not at the Southern California teachers' meeting.

A. C. Butcher, one of the most progressive Superintendents of the Northwest, has in Colfax a well-organized teachers' meeting. At a recent gathering the following questions were discussed: "Indifferent Parents as a Factor in School Management," by Mrs. Elizabeth Morgan; "Proper Regard for Peculiarities of Pupils," Miss Minnie Perkins; "Spice of Life," Miss M. Davis, and "Incentives," by Miss Linna Holt.

A Letter.

Mr. Harr Wagner, Office of Western Journal of Education—DEAR SIR: Your circular of February 27th surprises me. Why have you wasted your money and time sending circulars to the teachers of San Francisco and Oakland? In your January journal you published an article anything but complimentary to the teachers of Oakland and San Francisco.

Better form your clubs in the towns where you find "heart, soul, sense, and real refinement;" where the teachers are "teachers purely for the love of doing good."

As the women teachers of San Francisco and Oakland are over dressed (according to that authority (?) on fashion, Joaquin Miller,) it is not expected that we have money to spend for journals. Then you know only "real live, sincere teachers" need anything of that kind. Had you shown appreciation for us we might have patronized you.

NINE S. F. TEACHERS.

San Francisco, March 4, 1896.

To the "Nine [Muses] S. F. Teachers": It is with pleasure we print your communication. We know the well-dressed teachers of the country will enjoy reading it. But do you not, dear teachers, know that an editor is not responsible except for editorial matter that appears in the columns of his journal. If you condemn a journal for printing what a contributor says, how can you forget your independence so far as to take an Eastern magazine or a daily journal replete with expressions you cannot indorse. We do appreciate you. You must have failed to read the editorial in this journal that said: "The San Francisco teachers are progressive, handsome—particularly the women,—and are doing a grand work, and after years of devoted service ought to be pensioned without having their salaries discounted. In dress they are *fin de siecle*, and in pedagogy up to date. They subscribe for all the leading educational periodicals, except the one published in their own city—THE WESTERN JOURNAL OF EDUCATION."

Douglas Tilden has just completed an artistic bas-relief of the Hon. John Swett. It will be unveiled in this city with appropriate ceremony. John Swett is now living on his beautiful ranch at Martinez, and is a member of the County Board of Education, assisting Superintendent Phalin in carrying on the good work in Contra Costa county.

Reviews.

Some Notable School Books.

THE TRAGEDY OF MACBETH. (American Book Co. 20 cents.)

This book belongs to the "Eclectic English Classic Series," suitable for school use. It has a carefully prepared introduction and explanatory notes.

PARADISE LOST: Books I and II. (American Book Co. 20 cents.)

This is another addition to that excellent series, "Eclectic English Classics."

CONCRETE GEOMETRY. By A. R. Hornbrook, A. M. (American Book Co. 75 cents.)

A text-book especially adapted for use in the grammar grades according to recommendations of the Committee of Ten; also suitable as supplementary work for more advanced pupils. The author has given all the exercises practical demonstration in the schoolroom, and aims, by natural methods, to awaken the pupil's mathematical consciousness.

PITMAN SYSTEM OF PHONOGRAPHY. By Norman P. Heffley. (American Book Co. \$1.25.)

A new text-book for stenographers based on the Pitman system. It has been greatly simplified, but still contains a complete systematic explanation of the word-signs and contractions required for mercantile purposes and reporting. The lessons are arranged in a clear, practical manner, making it an excellent book for self-instruction as well as for class use. The author has had over twenty years' experience, both in the practice and teaching of shorthand.

STUDIES IN EDUCATION. By B. A. Hinsdale, Professor of Pedagogy in University of Michigan. (The Werner School-Book Co., Publishers.)

This volume contains a series of studies on live educational topics, including "Sources of Human Cultivation," "The Dogma of Formal Discipline," "The Science and Art of Teaching," "Calvinism and Averaging in Education," "President Eliot on Popular Education," "The Teacher's Preparation," "Payment in Results," "The Backwardness of Popular Education in England." The subjects are all treated in an able manner. The book will always have a place among the standard works on education.

FABIOLA. By Cardinal Wiseman. (Benziger Bros., Publishers.)

This is a handsomely illustrated edition of this famous book. It is one of the most fascinating books published, and in this new form should have a large sale. Every one should read this story of the Church of the Catacombs.

WEST AMERICAN CONE-BEARERS. By J. G. Lemon. (For sale by the author, North Temescal, Oakland. \$1.00.)

This is a most excellent book. It shows careful work, and most diligent research. Mr. Lemon was for four years botanist for the Board of Forestry, and for years has been among the plants, trees, and

flowers, and has made valuable contributions to science. Professor Lemon has done a valuable service in making a much-needed reform in naming the trees. The book is handsomely illustrated from original photographs. Mr. Lemon is ably assisted in the work by his wife.

METCALP'S ELEMENTARY ENGLISH. (American Book Company. 40 cents.)

This is a practical primary work on English, and will be found very useful in the primary grades. It is finely illustrated.

MRS. ROMNEY. By Rosa Nouchette Cary. (J. B. Lippincott, Publishers. 50 cents.)

A very interesting novel, belonging to the Lippincott series.

Macmillan & Co. have opened an agency in San Francisco.

The Whitaker & Ray Co. has just published a box of vertical script for busy-work. Price 15 cents.

D. C. Heath & Co. will issue a book soon, written by Mary Sheldon Barnes, on "Methods in History."

Joanin Miller's new book, "Songs of the Soul," will be issued by the Whitaker & Ray Company, about April 1st.

"History Stories," by Harr Wagner (Vol. I of the "Western Series of Supplementary Readers") will be published this month.

The Werner School-Book Company has just issued the "First German Book," based on the induction method. It is by M. J. Martin.

The Sierra Club has issued a valuable bulletin, containing contributions by Le Conte, Muir, and William Russell Dudley. It is handsomely illustrated.

"Patriotic Quotations," "Primary Examination Questions," "Childs' Book-keeping," and Rattan's "California Flora," are meeting with a fine sale.

Caspar W. Hodgson, the California representative of D. C. Heath & Co., has succeeded in the introduction of this company's books into the schools and colleges of this State.

The March number of the Review of Reviews is a very fine number. This journal gives one a composite picture of the world's current events—its literature, politics, science, etc.

David Starr Jordan will bring out two books this year. "Science Sketches" will be published by McClurg & Co., Chicago. The title of the other one, which will be published by the Whitaker & Ray Co., is "The Care and Culture of Man."

One of the most useful books for high-school and grammar-grade use is one recently published by the American Book Company, entitled "Observation Blanks in Physics, Air, Liquids, and Heat, by William C. A. Hammel, of the Maryland State Normal School. It is arranged so as to be thoroughly practical. Price, 30 cents.

The Forum for March has an interesting table of contents. Californians will

be particularly interested in "The Nicaragua Canal an Impracticable Scheme," by Joseph Nimmo, Jr. Among the leading articles are "The Best Thing College Does for a Man," by Chas. F. Thwing, and "Some Municipal Problems," by E. W. Bemis.

The March number of Demorest's Magazine is up to its usual high standard. A picture of Ellen Beach Yaw appears on the cover. Among the many interesting articles are: "The Great Navies of the World," by Franklin Matthews, with illustrations; "The Boers, Their Country and Their Troubles," with illustrations, by J. Herbert Welch; "Unfortunate Armenia," by J. W. Herbert, illustrated; "Our Girls," by Mary Annable Fanton. Also, notes on society, fashions, art, etc.

Appleton's Popular Science Monthly for March, has a well-laden table of contents. E. W. Hilgard, of the State University, has an article on "Steppes, Deserts, and Alkali Lands." C. F. Holder, of Pasadena, one on "The Ancient Islanders of California." The educational article by M. V. Asher is on "Educational Values in the Elementary Schools." The "Editor's Table" contains an interesting discussion on the "Nature of Liberty." It ought to be read by Donald M. Ross.

The North American Review for February is one of exceptional interest. Andrew Carnegie and the Hon. James Bryce present articles on "The Venezuelan Question." Hon. W. E. Gladstone writes a continued article on "The Future Life and the Condition of Man Therein." "Is the Human Race Deteriorating?" is a subject carefully prepared by Michael G. Mulhall. Two articles of particular interest to women are "The Discontented Women," by Amelia E. Barr, and "Does the Ideal Husband Exist?" by Mary A. Livermore.

Normal Training.

It frequently happens that teachers desire to prepare for an examination. It gives us pleasure to recommend the Pacific Academy, 819 Market street, San Francisco. Virginia Patchet and Helen M. Curtis are experienced teachers, having taught a number of years in Heald's Business College. You will find their school well equipped for preparing you for examination. It is well located, reasonable in terms, and of excellent standing.

How's This!

We offer One Hundred Dollars reward for any case of Catarrh that cannot be cured by Hall's Catarrh Cure.

F. J. CHENEY & Co., Toledo, O.

We, the undersigned, have known F. J. Cheney for the last 15 years, and believe him perfectly honorable in all business transactions and financially able to carry out any obligations made by their firm. WEST & TRUAX, Wholesale Druggists, Toledo, O.

WALDING, KINNAN & MARVIN, Wholesale Druggists, Toledo O.

Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system. Testimonials sent free. Price 75 cents per bottle. Sold by all Druggists.

Committees Appointed by State Superintendent Black.

Superintendent Samuel T. Black has appointed the following committees to co-operate with the Code Commission in the revision of the school laws: On duties of State Board—S. T. Black (Chairman), Elmer E. Brown; on High Schools and High School Certificates—Fernando Sanford, Frank Norton; on District and City School Systems—J. W. McClymonds, J. A. Barr; on County Boards and their Duties—F. L. Burk, C. H. Keyes; on City and County Superintendents—W. W. Seaman, Deputy State Superintendent of Schools, Chairman.

Sub-Committees on Amendments to Articles III, IV, XII, School Law—J. P. Garlick (Chairman). Alameda, Santa Clara, San Mateo; Job Wood, Jr., Monterey, San Luis Obispo, San Benito, Santa Cruz; Robert Furlong, Marin, Contra Costa, Napa. Sub-Committee on Amendments to Articles V, VI, VIII, IX—J. B. Brown (Chairman), Humboldt, Trinity, Del Norte, Siskiyou, Modoc; E. W. Davis, Sonoma, Mendocino, Lake; O. W. Graves, Tehama, Butte, Shasta, Lassen. Sub-Committee on Amendments to Articles VII, X, XI, XII—Madison Babcock, (Chairman), San Francisco City and County; Jas. A. Foshay, Santa Barbara, Ventura, Los Angeles; J. P. Greeley, Orange, Riverside, San Bernardino, San Diego; O. W. Erlewine, Sacramento City and County. Sub-Committee on Amendments to Articles XVI, XVII—B. F. Howard (Chairman), Sutter, Yolo, Solano; E. F. Floyd, Amador, Calaveras, Tuolumne, Alpine, Mono; T. J. Kirk, Fresno, Kings, Kern, Tulare, Inyo, Madera. Sub-Committee on Amendments to Articles XVIII, XIX, XX—George Goodell (Chairman), San Joaquin, Stanislaus, Mariposa, Merced; W. J. Rogers, El Dorado, Placer, Nevada, Sierra, Plumas; W. M. Finch, Colusa, Yuba, Glenn.

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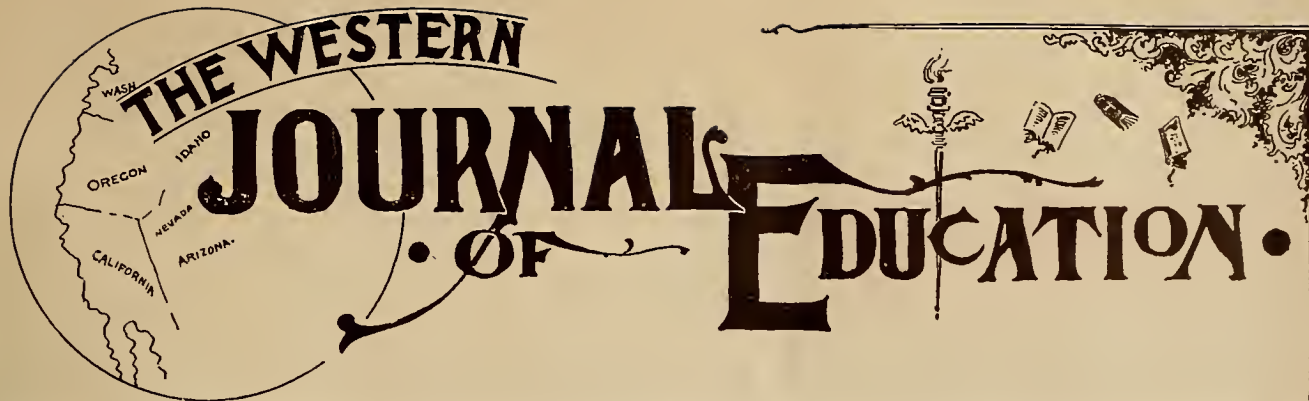
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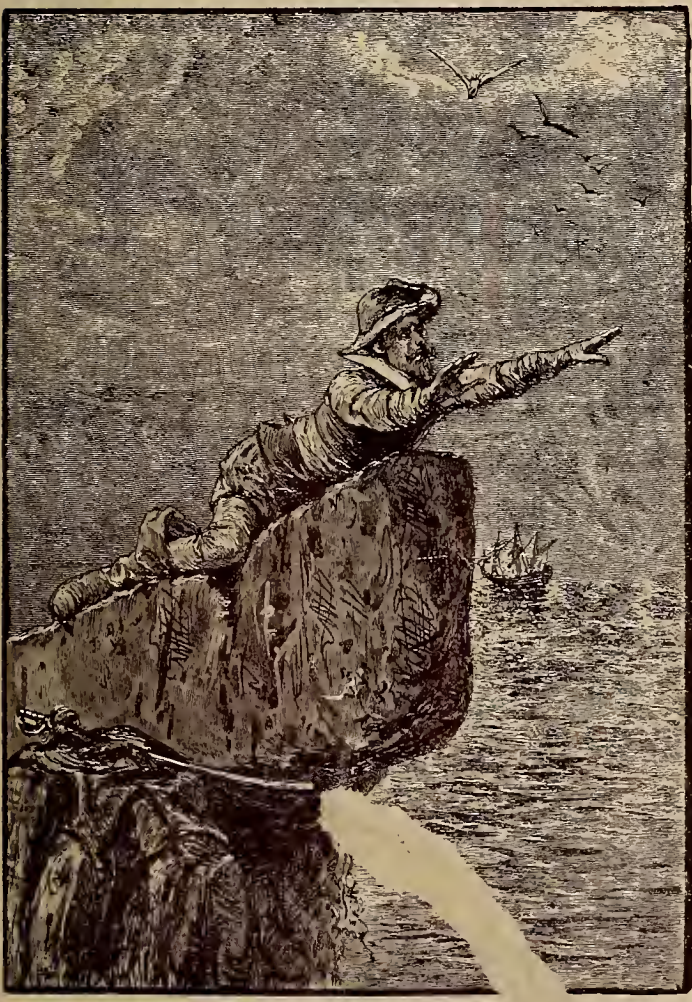
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Dr. BAILY has introduced the word "dynamics" into the phraseology of institutes.

* * *

THERE are several professions—that of law, medicine, and teaching,—in which less theory and more practice is wanted. For instance, a doctor with all theory and no practice would not succeed.

* * *

A BILL is now pending before Congress to give Normal Schools the benefit of the land grants under the census of 1890. State Superintendent Black has written to urge its passage, because it will help build up our Normal Schools in the State.

* * *

AFTER listening to the scholarly addresses, Unitarian sermons on teaching, and to learned discussions on hypothetical questions, and appeals for child-study by men who do not study themselves, one is apt to ask a question, as did the Hoosier farmer who heard Dr. Jordan's Ascent of the Matterhorn—"What did you go up fur?"

Southern California Teachers' Association. THE meeting of the teachers at Los Angeles was a notable gathering. San Diego, San Bernardino, Riverside, Orange, Ventura, Los Angeles, and Santa Barbara were all represented. The meeting was a financial and mental success. C. H. Keyes was an excellent presiding officer. He has a commanding presence, which is emphasized by a strong voice. His tones, however, lack maple syrup. President Keyes has not the personal magnetism nor the alertness of Earl Barnes; but is in many respects an excellent officer. He made the mistake, however, of following the worn-out custom of placing a crescent of notables on the platform. Of course, it is pleasing for an audience to have an array of people to pose for side remarks, but it is ruinous to the digestion of notables thus posed. To fill up a platform with a crowd of people on such an occasion is out of date; it is prehistoric. The philosophic addresses of the various speakers were listened to with interest by more than five hundred teachers.

* * *

Diacritical Marks. DR. O. P. JENKINS, at the Riverside and San Bernardino institutes, was emphatic in his denunciation of teachers instructing pupils in the use of diacritical marks. The teachers were shocked, particularly the primary teachers, who had found that children who had been taught the use of them are self-reliant and more accurate in pronunciation and spelling. Children do not find the close discrimination in the different sounds of a letter so difficult as grown people who have not been taught diacritical marks. This journal has advocated the teaching of them; but is open to conviction. If Dr. Jenkins has a good reason for the denunciation, we want to hear it. As the matter now stands, teachers are in doubt whether he meant his remarks to be taken seriously, as he is a sly joker, for a scientist, at times; but at all times teachers have great faith in him, and his work at institutes on natural science is always along approved lines.

* * *

The Study of Nature. CHILDREN should be trained to study the life about the school-grounds and home—the growth of plants, trees, and flowers. Observation

makes children think. Words follow thoughts; and the expression of ideas means power. The lessons may be very practical, or they may be full of sentiment. Did you ever try the accuracy of a poet of nature? Try one of Wordsworth's poems, one of Bret Harte's or Joaquin Miller's descriptive poems, and see if true to nature. Interesting lessons may be learned in this way. Take this description of the southern part of the State:

"Where the mountains stop just short of majesty,
And the rivers creep like cowards to the sea."

Or this line:

"The sweetest flowers grow nearest to the ground."

Are the lines true?

* * *

Some Needed Changes in the School Law. 1. The law should provide that the requirement for certificates be uniform throughout the State, and a certificate be a legal document to teach anywhere in the State. 2. That teachers salaries must be paid when earned, and making it compulsory upon the Board of Supervisors and the Treasurer to provide a suitable fund. 3. A uniform course of study for the State. 4. The establishment of an arbor day. 5. Providing for less textbooks, and those provided to be edited on the basis of correlation of subjects. 6. No political Boards of Education in cities. 7. More normal schools and fewer penitentiaries and asylums. 8. A law to simplify the clerical work in the office of Superintendent of Schools. 9. A law providing for the State to insure its own schoolhouses.

* * *

The Teachers' Library and School Libraries. ONE of the most useful funds is that of the Teachers' Library Fund, when properly handled. Superintendent J. P. Greeley, of Orange, has made a special study of making the library useful to teachers, and as a result he has upwards of one thousand books on the phases of the professional work of the teachers. During the past few years other Superintendents have taken the matter up, and as a result the Teachers' Library is a success. The country school district library is too often loaded up with large encyclopedias, costly books, and expensive apparatus. It should be used to supply good books to the school district, parents, and pupils. This journal is in thorough sympathy with the Boards of Education that exercise great discretion in the adoption of books and apparatus for the schools.

Extract from a schoolboy's composition: "It was a forest where the hand of man had never left its footprints."—*Punch*.

Traveler.—"May I take this seat?" Madam (from Boston, icily).—"Where do you wish to take it, sir?"—*Ex.*

She.—"I wonder what makes the Mediterranean look so blue?" He.—"You'd look blue if you had to wash the shores of Italy."—*Punch*.

APPROPRIATE FLAG DAYS.

[Cut this out and paste in a conspicuous place.]

Jan. 1, 1863—The Proclamation of Emancipation, issued by President Lincoln.

Jan. 8, 1815—The Battle of New Orleans.

Feb. 2, 1848—The Treaty of Peace with Mexico, by which the territory of the United States was greatly enlarged.

Feb. 23, 1847—Victory of General Taylor at Buena Vista.

Feb. 24, 1779—Surrender of Fort Sackville, at Vincennes, to Colonel George Rogers Clarke, which secured to the United States the region of the Northwest Territory.

March 4—Inauguration Day.

April 19, 1775—Battle of Lexington.

April 30, 1789—George Washington inaugurated first President of the United States.

May 13, 1607—Founding of Jamestown.

May 20, 1775—The Mecklenburg (N. C.) Declaration of Independence.

May 30—Memorial Day.

June 15, 1215—Magna Charta, the great charter of liberty of the Anglo-Saxon race, signed by King John of England.

July 4, 1776—Signing of the Declaration of Independence.

Sept. 3, 1783—The Revolutionary War ended by the Treaty of Paris, which recognized American Independence.

Sept. 10, 1813—Perry's victory on Lake Erie.

Sept. 16, 1847—The City of Mexico occupied by the American army under General Scott.

Oct. 12, 1492—Columbus landed at San Salvador.

Nov. 25, 1783—The British evacuated New York.

Dec. 10, 1832—Jackson's Proclamation against Nullification.

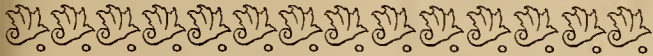
Leslie A. Jordan has been promoted to special teacher in physics in the San Francisco schools.

The institute for teachers in Indian schools will be held in San Francisco Aug. 3-8. Professor Hailman will be here.

Professor Edward P. Cubberly, President of Vincennes University, has been elected City Superintendent of San Diego. There were twenty-one applications. Professor Cubberly was recommended by President David Starr Jordan. Professor DeBurn leaves the schools of San Diego in a most excellent condition. Superintendent Cubberly will be a welcome addition to the educational force of the State.

Kicksy.—"Wife, can you tell me why I am like a hen?" Mrs. Kicksy.—"No, dear. Why is it?" Kicksy.—"Because I can seldom find anything where I laid it yesterday."—*Ex.*

Primary Methods.



Wood Questions.

- Make a list of woods used for making furniture.
- Make a list of trees that produce edible fruits.
- Make a list of trees that produce edible nuts.
- Make a list of woods used for fuel.

How to Use Pictures.

- Pictures are cruelly abused in language work.
- Pictures must not be used as things. They merely represent things.
- The child must never talk of the dog in the picture, but of the dog in real life, which the picture suggests.
- The picture should suggest action.
- The child should think of and talk of what the boat, goat, boy, squirrel, etc., of which he sees a picture, can do, will do, or, in imagination, is doing.

SUGGESTIONS FOR NATURE STUDY.

BY ALICE ROSE POWER.

THE best season for lessons in natural science is the spring, when all nature is awakening. This is the season that is particularly adapted for the study of botany, when hill, valley, and dale are covered with beautiful wild flowers supplying an abundance of specimens, which is a very important consideration.

By the study of botany it is not intended that a text-book should be placed in the hands of the pupil, assigning so many pages to be learned and incidentally to have him "examine" a few specimens, but it is to have talks with the child,—such talks that will arouse his interest, cultivate his observation, train him to habits of comparison, classifying, etc., and, above all, to awaken in him a deeper love of the beautiful in nature.

The district schools particularly ought to do excellent work in this line of nature-study. Every morning the children come to school laden with collections of California State flower, the golden eschscholtzia, violets, creamcups, buttercups, iris, larkspur, columbine, and countless others.

With so much material at hand, and the child's enthusiasm aroused (and it is aroused—for he is only too delighted to tell teacher what he knows about this flower and that flower), there cannot be anything but good results.

Suggestive Outlines.

When a lesson is to be given on some plant, have each pupil bring in a number of specimens; be sure to have roots and all.

In giving a description of a plant, the parts should be given in this order: (1) roots, (2) stem, (3) leaves, (4) flowers, (5) fruit.

Questions somewhat like the following should be

asked: Where did you find the plant? Kind of soil? Surroundings? Are there many or few roots? What is position of stem? Surface? Color? Flexible or brittle? How are leaves placed on the stem (opposite, alternate, or in whorls)? Form of leaf (linear, oblong, cordate, etc.)? What is calyx? Corolla? Many other important questions will suggest themselves.

Below is a very good description of the mustard flower given by a pupil.

The most conspicuous part consists of four yellow leaves; each leaf is called a petal, and together they form the corolla; outside of these are four smaller, greenish yellow leaves in pairs. They are called sepals, and together form the calyx. Inside of the petals are the stamens; the stem of the stamen is called the filaments and the head the anther. The yellow powder found in the anthers is the pollen. In the center of the flower is the pistil, and inside the pistil is found the ovary, containing the little ovules which are the beginning of seed.

Outline Description of Blue Violet.

PARTS.	DESCRIPTION.
Plant	An herb.
Root	Many fibers.
Leaves	Radical palm-veined, cordate.
Flowers	On scapes, nodding.
Calyx	Green.
Corolla	Violet-blue, irregular.
Sepals	Five.
Petals	Five.
Stamens	Five.

Place this outline of the iris on the blackboard. Have the pupils make a careful study of it, and then write a description of the plant.

1. Observe the roots and stems.
2. Notice that there is no difference in color between the three sepals and the three petals.
3. Find the location of the three stamens and notice how the anthers open.
4. Carefully remove the parts which lie around the three petal-like branches of the style, and under the apex of these petal-like stigmas find the true stigmas.
5. Cut the ovary and notice the arrangement of seeds.

A small magnifying-glass should be in the hands of every pupil if possible, as it is an excellent help in the examination of plants. Pupils should always make drawings of every plant examined. First of the plant as a whole, and then the different parts.

In securing plants for preservation it is generally better to get the plant entire, and in the drying of specimens care should be taken to preserve the natural color and form of the plant. In order to effect this, it is essential that the moisture be absorbed before there is any decomposition.

When pressed, specimens should lie a natural position; crooked stems should not be straightened.

The pressed specimens should be mounted on thick paper; a scrapbook answers the purpose excellently.

Grammar Grade and High School Methods.

PATRIOTISM.

BY EDWARD HYATT.

CAN patriotism be taught? Is the flag of use? "Certainly," would be my answer to both questions. No one who knows schools will hesitate for an instant in saying, "Yes." The teacher who understands children and who *feels* patriotism herself can create patriotism in her pupils—and she does, in a thousand ways. The sparkle of her eye, the expression of her face, her whole daily walk and conversation, her inflections, and her expressions, and her opinions in reading, in geography, in history,—these are the lessons that count; these are the things that change the little foreigners and the indifferent little Americans into loyal little citizens proud of their country, and anxious to prove their devotion.

But teaching patriotism is like teaching good morals and gentle manners—hard to do by set lessons at specified times, impossible to do by precept alone. The slightest cant, or hypocrisy, or insincerity is instantly detected by the keen-eyed youngster, and the whole lesson falls flat. I know nothing more dreadful than perfunctory lessons on would-be patriotism—a long-drawn-out, hopeless dragging of uninterested children through a flag-drill, or a memory exercise, or a lengthy ceremony that is too hard or too long, or that is not *felt*! Whatever happens, we must not make our children tired of patriotism or disgusted at our lessons. They must be short, sharp, decisive, heartfelt, genuine! And as for the flag—yes, indeed, let us use it! I have driven far and wide over the plains, and hills, and valleys, and mountains of Riverside county, and I have seen in all its length and breadth no sight so fine, so free, so inspiring, as the rich folds of our national banner floating over the district schoolhouse. Many a time, as I have gained some overlooking eminence, I have gazed long upon the silent schoolhouse with the red-white-and-blue waving bravely over it, an object lesson in patriotism to young and old alike in all the country round; for, when an American sees the Stars and Stripes waving in the breeze, his whole being is aroused, and the spark of patriotism dormant in his heart is kindled into a flame. Who has not, upon seeing our flag run aloft, filling, and rising, and falling in the free winds of heaven—who has not felt his breast swell with proud emotion, his eyes fill with gateful tears at being an American? What can be more beautiful, more inspiring, more appropriate than to have the colors flying over Victoria, over Moreno, over San Jacinto, Temecula, and every other school in all this fair country?

Many tales does our old flag tell of brave deeds on land and sea, of heroic endurance, of sublime self-sacrifice. It speaks to us of Washington, of Paul Jones, of Franklin, of Lincoln, of Grant, of many another name that America must never forget! It tells of suffering at Valley Forge, of victory on Lake Erie, of bravery on a hundred fields. Never will we find so poetic, so striking a way to bring our country's history before the minds of our citizens! Who will not be the better for dwelling on the pure and noble lives brought up by the fluttering folds of "Old Glory"?

Fling the flag to the breeze! Let us resolve together that the American flag shall go up over every school represented in this assemblage to-day! And let us resolve that we will do more than that; that we will make it felt in the minds and hearts of the boys and girls the republic has entrusted to us—the boys and girls of to-day—but the citizens of to-morrow.

TEACHING PATRIOTISM.

BY LOUISE WILBUR.

DOUBTLESS, patriotism is one of the most important of the innumerable virtues we as teachers are in duty bound to inculcate. And the question at once arises, *How* shall it be done? Will a flag floating over every schoolhouse, and its daily salute by our pupils, with the singing of our national airs accomplish the desired result? Emphatically, No,—though all these are well enough. What a relief from responsibility it would be, if we could administer to our pupils a pellet of patriotism each morning in the shape of a salute or a "gem," and feel that their love of country was sufficiently stimulated and nourished, and there our duty ended! But it takes more than such homœopathic doses of sentiment to make of a child a true lover of his country. His regular diet, morning, noon, and night, should be patriotism. Every lesson should go toward making him a better citizen.

What does it signify that he should loudly proclaim, "I give my head, my hand, my heart to my country"! If his country had regard for its own welfare, many times the gift would be declined with thanks. She has no use for empty heads, for idle or mischievous hands, for hearts who love what is impure and evil. There are enough of such already. Let it be our first duty so to influence these hearts, that they *will* love what is good and pure, to train these hands that they may be of use, to educate these heads that they may be able to discriminate, to control, to reason.

The child who goes from your school with a respect for labor, a spirit of reverence, and a habit of self-control, will not be lured by the red flag of the anarchist, nor will he be found among the "Weary Walkers" and "Wandering Willies." He who has learned, through his geography and history, something of what

our country is—what it has cost, what opportunities and advantages it offers, as compared with others,—he who has a reason for the faith that is in him, will be a good citizen, whether the muscle of his right arm involuntarily contracts at sight of the stars and stripes or not.

Let us avoid giving the impression that being a patriot necessarily means fighting for one's country. The Jingo spirit is too strong already in Young America; but it is so much easier to interest him in blood-curdling accounts of battles, than it is to make him realize that it is his duty to mind his own business and get his lesson.

When we teach the national airs—and every child should be familiar with them,—let us at least endeavor to have them sung with understanding as well as spirit. How soul-inspiring it must be to sing, "Thy banners make tyranny tremble," when tyranny means to the child that they were crying because they had to fight." And, alas! that "America" should ever inspire a child with the question, "Mamma, why do they call our country a V? Is it like a V? That's what they sing at school—

"My country, 'tis a V—
Of V I sing."

WHY WE SHOULD TEACH CIVIL GOVERNMENT.

BY J. D. SWEENEY, TEHAMA, CAL.

"A great nation is made only by worthy citizens."—C. D. WARNER.

IN the art of photography the artist blends a number of negatives of different persons into one. The result is a composite photograph, resembling no one of the original, yet having the most prominent characteristics of all. Such is the American nation: to-day, American; yesterday, English, Scotch, Irish, Welsh, Swede, Latin, and Teuton. Wrought into a new composite type are the stern Puritan, the thrifty German, the hardy Swiss, the gay Frenchman, the adventurous Norseman, and the impulsive Irishman. The result is the nervous, rustling, energetic, good-natured, independent American—a surprise to the easy-going, slow old countries, ever moving from place to place, with a constant hope of a future never realized.

Into this restless mass is poured yearly thousands of children from foreign lands and of parents bred under the shadow of monarchy, who understand not our laws and customs. These enter our schools, and we, as teachers, must prepare them to become Americans. Education is a better safeguard of liberty than a standing army. The teacher must sow the seeds of loyalty, fidelity, and patriotism in the hearts of these little foreigners, as well as of countless little natives that shall be reaped in a harvest of loyal American citizens.

Patriotism, to be of value, must be intelligent. Can any one love liberty who understands it not? Who that knows not the significance of the flag would lay down his life in its defense? Probably at no recent period of our history has there been greater need of

patriotic teaching than at present, when there are rumors of wars abroad. The spirit of '61 that triumphantly bore the Stars and Stripes through that awful struggle has almost passed away. The veterans are few in number. A new generation has taken the place of the old, and to train these to understand patriotism is our duty. "Eternal vigilance is the price of liberty." To realize this end, we must make our pupils familiar with our history and with the principles of our Government. The boys of to-day will be the rulers of to-morrow, and we must lead them to realize that the highest type of government, as worked out by ages of thought and experience, is these United States—"the government of the people, for the people, and by the people."

Never in the history of man has been seen such a throng of brilliant intellects, such self-sacrificing patriots, as those who laid the foundation of our nation and those who ably aided in rearing the noble structure of to-day. The names of Washington, Lincoln, Franklin, and Jefferson shall live down the ages and shall ever cause the free American heart to thrill in patriotic admiration of these noble heroes—"the first representing virtue in politics; the second, humanity in politics; the third, good sense in politics; the fourth, democracy in politics."

Study the necessity and progress of political parties as well as of vital questions. We need more citizens who are literal politicians, rather than partisans. "A politician thinks of the next election; a statesman, of the next generation." Our ideal citizen is a master, not a slave. Hence blind partisanship with the mottoes "Our party, right or wrong," and "To the victors belong the spoils," is incompatible with true Americanism. The immortal Clay and Webster are true types of our ideal with these utterances: "I would rather be right than President," and "I was born an American; I live an American; I shall die an American." Let us then be Democrats, Republicans, Prohibitionists, or Whigs; but first and always Americans.

Besides the general facts about our Government which all citizens should know, there are open questions upon which public opinion is divided which, yet unsettled, should be familiar to our intelligent voters. Among these are tariff, protection, prohibition, woman suffrage, government control of railroads, and national education. Discuss impartially both views of such questions. Lead pupils to see why law is necessary, and that all good comes from the conformity to law of some kind—physical, moral, social, or divine; that all evil is the result of breaking law. Discuss the primal conditions that led to the first laws. Do not enter into minute details in grammar grades.

While showing the superiority of our form of government, do not neglect to notice its defects and failures. The pupils will be future statesmen, and may be able to remedy these.

Do not assign a lesson from the text-book. Work by topics. Study each department separately; then all in connection with one another. Pay attention to current events, and discuss as public attention is called to each by the press such subjects as foreign immigration, Monroe doctrine, civil service, consular service, Australian ballot, naturalization, etc.

For the use of the teachers I mention the following works: Fiske's, Young's, Mowry's, Macy's, Andrews', Townsend's, and Petermann's "Manuals on Civil Government"; Dole's "Talks about Law"; Laughlin's "Economy"; Seelye's "Citizenship"; also President Harrison's articles in Ladies' Home Journal. For the pupil: Nordhoff's "Politics for Young Americans"; Wilson's "Congressional Government"; Dole's "American Citizen"; Morgan's "Patriotic Citizenship"; Walsh's "Nations of the World"; Brown's "Dictionary of American Politics"; and articles in Youth's Companion.

Have patience, be enthusiastic, be conversant with your subject; and if you succeed in arousing an interest in this study and instill a love of country in the hearts of the youths, you have done a noble work. Keep in mind the words of General Sherman: "Be honest, be earnest; serve your country and your God."

A Maine editor has sent little Marion Cleveland a poodle. Most of the editors have been giving her father pointers.—*Ex.*



The California Quail.

PROGRAM FOR BIRD DAY.

An afternoon devoted to the study of the birds with which your pupils are familiar, will assist in interesting the children in their books, particularly in the reading lessons and in nature study.

It will train their powers of observation, and the modest, timid boy or girl may be able to tell you some interesting things about birds. Give the child a chance to gain facility of expression. Be careful, however, that the expression is accurate. The following program is suggested:

1. Music—Bird Song.
2. Description of birds.
3. Essays on birds.
4. Birds' nests.
5. Useful birds.
6. The California quail.
7. Migration of birds.
8. Notable California birds.

BIRD LIFE.

No bird of prey has the gift of song.

The smallest humming bird weighs twenty grains. In all tropical countries the vulture is the natural scavenger. All birds that live on seeds are furnished with strong gizzards.

Wild birds do not sing more than eight or ten weeks in the year.

It is estimated that one crow will destroy 700,000 insects every year.

In Athens, 400 years before Christ, a pair of peacocks was valued at 1000 drachmæ, or about \$150.

The stork has been known to perish in the flames of a burning house rather than to desert her young.

The secretary bird, in attacking venomous serpents, uses one wing as a shield and the other as a club.

The nightingale always begins his song softly, like a well-trained orator, and gradually swells to a climax.

The smallest egg is that of the tiny Mexican humming-bird. It is scarcely larger than a pin's head.

The peacock is found in a wild state in India, Ceylon, Madagascar, and many other parts of Asia and Africa.

The robin is always the last bird to go to bed in the evening. Its eyes are large, and it can see well by a dim light.

The swiftest bird is the kestrel, or English sparrow hawk. It has been known to achieve a speed of 150 miles an hour.

The largest egg is that of the ostrich. It weighs three pounds, and is considered equal in amount to that of twenty-four hen's eggs.

The smallest bird is a species of humming-bird common in Mexico and Central America. It is not quite so large as a blue-bottle fly.

The mocking-bird seems to have a genuine sense of humor. Often, when engaged in the most charming imitation of some song bird, it will suddenly stop and break out with the quacking of a duck or some other ludicrous sound.

Southern California Teachers' Association.

tion from the State as the primary school. (5)

A SUCCESSFUL MEETING AT LOS ANGELES.

IF Leroy D. Brown, who was the prime mover in forming an association of the teachers in Southern California, had looked in upon the audience of 1000 people, he would have felt that his purposes were realized. The Association was planned and organized by him, when many of its present leaders held aloof, for fear of disloyalty to the State Association. It was always chary with its honors. He should have been its first president, but, like many men, he met the ingratitude of his own child.

There were present two hundred teachers from San Diego, and large delegations from Riverside, San Bernardino, Orange, Ventura, Santa Barbara, and elsewhere.

The meeting opened with music by normal school pupils, led by Mrs. Juliet Powell Rice in her most charming manner. After the organization, and a recess, Dr. Thomas Baily, of the State University, who was to talk on "Adolescence," being too ill to be present, the report of the Committee on High Schools was read by F. E. Perham, of Santa Ana. It was a sensible report. The debate on High Schools proved exceedingly interesting. Griggs, of Stanford, Slate, of Berkeley, and Kirk, of San Bernardino, participating.

In the afternoon the discussion on "How many lines of high-school work can a pupil carry?" and "What shall be the mode of admission to high schools?" Irving Stringham and W. H. Lathrop led the discussion. P. W. Kauffman, of Ventura, read a bright paper on "Some Crimes Against Children."

In the evening Martin Kellogg and Dr. David Starr Jordan delivered addresses. The lecture by Kellogg was a strong plea for the soulful part of the teacher's work. It showed a high appreciation of the profession of teaching, and, like all of President Kellogg's work, was clear in statement, lofty in its ideals, and tended to uplift the teachers. It was highly appreciated by the audience. Dr. Jordan delivered his address on "The Stability of Truth," a report of which was published in the January number of this journal.

On Friday morning, Edward Hyatt, in his dulcet tones, pitched in the key of *C*, read a report on needed school legislation. The main points of the report are in substance as follows:

(1) A recommendation that the time for the change of boundaries and the formation of new school districts be changed to extend from November 1 to the first Monday of the following March in each year, so as not to clash with the assessing of property. (2) A recommendation that the compulsory education law, being a dead letter and a cause of needless expense, be wiped off the statute books. (3) The County Superintendent of Schools should purchase all supplies and furniture, and locate all schoolhouses to avoid serious mistakes constantly made. (4) The kindergarten, when organized on the same plane as the primary school, should receive the same recogni-

Suitable provision should be made for change of boundary in union high-school districts, and in district high-school districts. (6) That it is wise to have a State official school journal.

State Superintendent, S. T. Black, ably discussed the report, and said that the only way to change the laws as they now stand is to refer to the Code Commission.

Dr. Bailey, with his serene Southern accent, tall, poetical, meditative, philosophical, epigrammatic, eloquent, next gave his talk on "Adolescence." Among other things he said:

Adolescence is the process of getting grown. The special period of getting grown is between thirteen and twenty-five years for boys, and twelve and twenty years for girls. But this period is only an exaggeration of the growing symptoms we see in all children. Children developed in accordance with the "law" of evolution. This has two processes, differentiation and integration. In the former new traits appear, old powers become more complex, new correspondences with environment occur. By integration we mean the co-ordination of traits and powers into a vigorous self-poised character. Adolescence may show abnormalities in both of these processes. The young person may become differentiated only in spots. There may be atrophy or there may be exaggeration of any of his instincts. These are biological, individual, social (the animal instinct), and aesthetical (religious, artistic, philosophical), logical (scientific, rational), ethical. One adolescent may "flock by himself," because his social instincts may not be developed, while his individual instincts may be running riot. Hence the crimes of adolescence against sociality. Or he may be social, altruistic, full of human feeling, but have no individual backbone to his character. Let the lower schools prepare the child for a healthy, all-sided, well-knit adolescence. We do not want good fathers to be bad citizens, or good church members to be bad fathers, or any of the wretched misfits whose characters have not been integrated. Beneath courses of study, methods, principles of discipline, should be an all-sided knowledge of the children we educate. We can best prepare our children for the danger period of adolescence by (1) training for habit; (2) nurture for instinct; (3) development for aptitude. The cry of the teacher should echo the cry of our loving Father: "Young man, give Me thine heart."

The next address was by Dr. O. P. Jenkins. Dr. Jenkins had acquired a reputation in Southern California as an opponent of diacritical marks. His subject, "The Animal Motor," had no reference to it, and he spoke for an hour, delighting the immense audience with the suddenness of his epigrams, the interesting phases of truth, and uniqueness of his personality.

In the afternoon Professor Bliss, of Colton, one of the strong educational forces of Southern California, presented a report of the Committees on Uniformity of Certificates, and Course of Study.

State Superintendent Black delivered a carefully prepared address on "City School Systems." The speaker first touched on the necessity of engaging trained school-teachers. He then turned to the schools themselves, and told of his firm belief in grouping, grading, and classification of pupils, for both educational and economic reasons.

Under a skillful teacher, better and greater results will be accomplished under this system. But the present gradation system places all pupils, bright, average, and dull, on the same plane. This is not the teacher's fault, for her large care ties her hands in this respect. It is the fault of the system, and there must be some way to remedy the evil. Mr. Black suggests as a way out of the difficulty that the teachers be permitted to follow their pupils through two grades instead of one, thus doubling her usefulness without materially increasing her work. The bright pupil might then do two years' work in one, if he was able, and the average pupil would get back in the second year what he had lost in the first. This plan, in part, has been introduced in Los Angeles by Professor Foshay, and the teachers are giving it their hearty support. After a brief resume of the high-school problem, and how to get girls to work without worrying, the speaker offered four rules for guidance in the new departure: First, the distribution of pupils so that each teacher would have two consecutive classes, or grades; second, that eight years be allowed for the elementary schools in cities; third, that the high-school course cover a period of four years; fourth, that the ninth year in the county schools be post-graduate in its nature, and the course for that year be made more flexible in its nature.

In the evening there was an address by Professor E. H. Griggs, on "Social Reconstruction," and a reception at the Chamber of Commerce. Saturday, Miss Lucille Eaves, of San Diego, spoke on "History," Dr. J. H. Shultz, on "Physics in the Grammar Grades," followed by discussions, participated in by Jenkins, Stringham, Slate, and others.

The following officers were elected for next year: President, Superintendent Foshay, Los Angeles; Vice-Presidents, Superintendent W. J. Bailey, San Diego, Miss May Henning, Ventura; Secretary, J. B. Millard, Los Angeles; Treasurer, N. A. Richardson, San Bernardino; Railroad Secretary, Hugh J. Baldwin, Colorado.

The Superintendents of the seven southern counties were present, and in fact were the leading spirits in securing a large attendance and making the meeting a success.



The Real Kindergarten.

TWILIGHT.

Broad mesa, brown, bare mountains, brown,
 Bowed sky of brown, that erst was blue;
 Dark, earth-brown curtains coming down—
 Earth-brown, that all hues melt into;
 Brown twilight, born of light and shade;
 Of night that came, of light that passed. . . .
 How like some lorn, majestic maid
 That wares not whither way at last!

Now perfumed Night, sad-faced and far,
 Walks up the world in somber brown.
 Now suddenly a loosened star
 Lets all her golden hair fall down—
 And Night is dead Day's coffin-lid,
 With cords of gold shot through his pall. . . .
 I hear the chorus, katydid;
 A katydid, and that is all.

Some star-tipt candles foot and head;
 Some perfumes of the perfumed sea;
 And now above the confined dead
 Dusk draws great curtains lovingly;
 While far o'er all, so dreamful far,
 God's Southern Cross by faith is seen
 Tipt by one single blazing star,
 With spaces infinite between.

—From "Songs of the Soul," by Joaquin Miller.

"In the last church fair, did the ladies take part?"
 Mr. Slimpurse.—"No; they took all."—*Ex.*

Fashionable Doctor.—"My dear young lady, you are drinking unfiltered water, which swarms with animal organisms. You should have it boiled; that will kill them." His Patient.—"Well, doctor, I think I'd sooner be an aquarium than a cemetery."—*Ex.*

School News.

Western.

The census marshals are abroad in the land.

The Los Angeles High School has 900 pupils.

The Sebastopol teachers have organized a club for mutual improvement.

The new school building at Vallejo is pronounced the finest in the State.

Oregon, Washington, and Idaho will hold an intercollegiate oratorical contest this year.

Superintendent James A. Barr is in Southern California, in an effort to restore his health.

Miss Annie Haley has just closed a successful year's work at French Gulch, Shasta county.

Professor E. P. Rowell has resigned at Chino to accept a position in the city of Los Angeles.

The teachers of Livermore spent their March vacation in Stockton. Principal Petray was their chaperon.

Arbor Day was observed at San Bernardino, on March 9th, under the supervision of Principal T. A. Kirk.

Extensive improvements have been made at the San Jose Normal in the chemical laboratory and science departments.

Superintendent McCarty, of El Dorado county, has inaugurated an excellent system for the examination and promotion of pupils.

Principal Lindsay, assisted by teachers and trustees, planted trees on the school-grounds at Porterville. Let the good work go on.

Valle Vista School District will hold an election April 9th, to vote a tax of \$1200 to build their new schoolhouse and for other purposes.

The Supreme Court of Washington has rendered a decision that the County Superintendents of that State are not entitled by law to a fee for visiting schools.

Los Angeles has completed the expenditure of \$360,000 for new buildings. With a fine body of teachers, excellent principals, and competent officials, the schools are sure to prosper.

James A. Foshay, City Superintendent of Los Angeles, in addition to his other accomplishments, is a fine singer. He recently rendered "The Star-Spangled Banner" for the Star and Crescent Society.

Arthur Crosby, of the Mount Tamalpais Military Academy, will hold the summer session of his popular school at Verdier's Blue Lakes Hotel, Mendocino county. The

session will continue about two months, beginning June 10th.

The proprietors of the San Francisco Business College, 1236 Market street, San Francisco, have arranged to give an eight weeks' course in bookkeeping free to the public-school teachers during the summer. Those wishing to avail themselves of this offer should write them at once.

Jarett W. Davis, well known among the teachers of California as the representative of the Educational Publishing Company, has retired from his connection with the firm, and is succeeded by Mr. Smith. Mr. Davis was a hard worker, and by his energy made the publications of his firm widely known.

The number of school children in the State of Oregon, last year, was 126,935; the number in the State of Washington was 119,357. The State school fund of Oregon distributed under the apportionment, was \$133,281, or \$1.05 per caput; the State school fund of Washington, distributed under the apportionment, was \$38,552, or 32.3 cents per caput.

Mrs. L. K. Burk, one of the efficient principals of San Francisco, Vice-President of the S. F. Educational Club, made some excellent points on arithmetic lately. She thought arithmetic was introduced too soon in the schools, and that it would be a wiser thing if teachers would cease trying to force studies on children at six years old which they could acquire with almost no tuition one year later.

In speaking of school matters in general, County Superintendent Thurmond touched the key-note to one imperfection in the public schools, and a fault that is not due to the system itself. It is the lack of interest shown by the parents. "It seems strange," said Mr. Thurmond, "but there are many parents in this city who do not know what grades their children are in; they seem to give no attention to the manner in which their boys and girls do their school-work." Very few of the parents ever visit the schools; and they seem satisfied if the children get away in the morning and do not come back until it is time for the dismissal of the classes. This is not as it should be; the pupils would do better work if the mother and father kept in touch with them.

Webster's International continues to be the most popular dictionary for the public schools and educators. Its system of diacritical marks is especially valuable, and it has the following points in its favor: (1) it contains all the words that are necessary, without being cumbersome; (2) concise and accurate definitions; (3) diacritical marks which are in use in all our school texts; (4) etymology; (5) its almost universal use; (6) popular with the pupils, teachers, and people; (7) its general adaptability to school and everyday use; (8) its very low price, considering its high character.

INSTITUTES.

The San Diego county institute was held in the Baptist Church, March 23d, 24th, and 25th. The meeting was called to order by Superintendent W. J. Baily, and work began. E. H. Griggs, A. W. Plummer, C. H. Keyes, and W. H. Lathrop were instructors. Miss Gale and a number of local teachers took an active interest and made the session very interesting. On Wednesday, the teachers adjourned to Los Angeles.

Orange County.

Superintendent J. P. Greeley provided an excellent program for his county institute on March 23d, 24th, and 25th. Griggs, Baily, Jenkins, Miss McLaughlin, Dr. Jordan, and State Superintendent Black participated in the proceedings.

Superintendent Greeley gave the teachers a delightful reception at his home. He has a knack of making institute week enjoyable and instructive.

Riverside County.

Edward Hyatt prepared a unique program for his institute,—March 23d, 24th, and 25th. Nearly every teacher in the county had a part to perform, and the instructors from abroad were not only teachers but pupils. Griggs, Baily, Jenkins, Jordan, Black, Wagner, and Lathrop were lecturers. The teachers were interested, and their five-minute speeches were full of points. Professor Hyatt gave a delightfully humorous and instructive account of his visits to various schools, and presided with dignity and agreeable courtesy to all.

San Bernardino County.

The teachers met in annual session at the call of Miss Mogeau on March 23d, 24th, and 25th, in the high-school building. An excellent program had been arranged. The instructors were Dr. Jordan, Professors Griggs, Bailey, and Jenkins, Mrs. E. B. Purnell, State Superintendent Black, and Harr Wagner. Miss Mogeau presided throughout the institute, and has a quiet, modest way that wins people to her. She does not say much, but her work shows great characteristic strength. In her opening remarks, she showed her thorough sympathy with the work of the teachers. She said, among other things: "An encouraging sign of the times is the eager desire on the part of the young teachers to advance professionally. Pedagogical training alone does not make the true teacher. Our psychology should fit the child; we should not make the child fit the psychology. The valuable factor in psychology is that which accords with good common sense."

In her institute are some notable workers—T. H. Kirk, who has a record of a successful institute man; W. T. Bliss, of Colton; Louis B. Avery, of Redlands; N. A. Richardson; Miss Rosella Kelley, of Mentone; Miss H. H. Kelley, of Daggett, and many others who, according to Professor Bailey, have reached dynamical perfection.

The Country Boy — Also a Kind Word for the Country School-Teacher.

Is it possible for the country boy to be successful in the world of business, or must he continue in the footsteps of his father and follow the plow, sow the seed, and wield the scythe to the end of his days? Doubtless, this thought has come to many a bright, intelligent farmer boy only to remain unanswered. Perhaps a few words along this line may encourage some aspiring country lad to endeavor to reach that to which he aspires.

To be successful in business there are several attributes absolutely essential: First, one must be endowed with a good, robust constitution. The cares and worry of business are wearing; confinement to the store or office, lack of physical exercise, the constant strain on the nervous system, all tend to break down the human organism. The average city boy is not endowed with this. He has been reared in the atmosphere of smoke, dirt, and contagion. His earlier years are spent in the crowded schoolroom—from which he goes straight to his home, and spends the evening in the house poring over his studies, or else in the hot, stifling air of some place of amusement. This goes on day after day, night after night, no physical exercise, no fresh, invigorating air, very little life-giving sunshine, and he grows like a plant in the shade—delicate and weak. His school-days are over, and he goes into the store or office. As he gains promotion the strain on his system becomes heavier, more care, more worry, more thought and brain-work. At last he has a small business of his own, but his strength is gone. The multiplied cares and duties of his new position crowd upon him, and—he collapses.

What if the country boy is green and "hay-seedy" when he comes to the city? He has the fire and spirit of robust health. The future has no terrors for him; for within there is that feeling of ability to conquer. His head is clear, his mind active, every faculty is at his command. He soon gains a position—small at first—perhaps the salary will hardly support him; but he is healthy, and can eat bread and meat, or, if necessary, bread alone; he learns rapidly—is promoted. When the multiplied cares and responsibilities come his health and strength does not desert him. He meets and overcomes every obstacle with the determination of manly vigor, and when success comes to him, as it surely will, he can enjoy it and reap the benefit of his labor.

The educational advantages of the city boy are many, but does he improve them? Is he, on an average, intellectually, so far ahead of his country cousin? There is certainly no cause for ignorance in the country where the school system is so perfect as it is in California. Too much cannot be said in praise of the country school-teachers. They are conscientious and thorough in their work, and having fewer pupils they know and are interested in each one. They take a personal pride in seeing their brightest scholars progress, and many moments of

their time outside of school hours are in assisting some aspiring pupil over the weary road of elementary education, and they take a personal pride in seeing this or that scholar enter the schools and colleges of higher learning. Many a man now standing high in professional and business circles owes his advancement to the help and encouragement of his country schoolmaster.

Most country boys are moral. Honesty, integrity, and uprightness, all so essential to a business life, are attributes of the country. This spirit of morality is instilled into them by their surroundings—the purity of nature. Their associates, few as they are, are not contaminating, and it is not until they enter the larger cities that they are subjected to temptations. Then it is that the moral attributes of their youth—like their robust constitution—do not desert them. Country boys are in demand. Merchants want them; they can trust them. Boys to fill important positions where honesty, grim determination, singleness of purpose, and the ability to work unceasingly, are required, are scarce and it is to the country that the business world looks for recruits.

From the rail-splitter, the farmer boy, and the canal boy to the President's chair are old stories, but to-day many an idea conceived under the tattered hat of some obscure potato-digger will sway the destinies of future nations.—*Maynard.*

A Medallion of John Swett.

The teachers of San Francisco are not ungrateful. They have perpetuated the familiar features of John Swett in enduring bronze. Douglas Tilden, the sculptor, has done his work well. It is a piece of art. A. L. Mann, the chairman of the committee, presided at the unveiling of the medallion in a most happy manner, and the exercises were conducted with a spirit of humor and pathos that was delightful. John Swett and his charming wife were in a genial mood. Mr. Swett said of the medallion: "I will say it is a work of art, but not of beauty, because the latter was impossible considering the model. The countenances of the ladies and gentlemen present are more pleasing to me than my own countenance, as I look in the glass so often that my features have become familiar to me. I appreciate the friendship of the teachers, and am filled with grateful recollections for their kindness to me. I hope I shall not live long enough to give occasion for regret, but if I do, I hope they will assemble here and turn the portrait with the face toward the wall."

Madison Babcock was called for a speech, and proved himself the Chauncey Depew of the occasion. After making the dignified lady principals shake with laughter, he paid a tribute to the life and work of Swett with an earnestness that was sincere. The rooms were profusely decorated. Other speeches were made by members of the Board of Education and principals.

On the Promotion of Pupils.

Superintendent Kirk has sent out the following circular letter to the teachers of Fresno county:

The County Board has decided on the following plan for the school year ending June 30, 1896:

For graduations, as usual, the board will prepare questions for the teachers to submit to pupils who have completed the ninth year or grammar grade course. The teacher will grade the papers and forward them to the County Superintendent. Along with the examination papers, the teacher will give a special and separate opinion of each pupil's fitness for graduation. This opinion should be a statement of the strong and the weak points of each pupil's school work. It should give the judgment of the teacher as to whether the final examination is a fair test of the pupil's fitness for graduation.

To those pupils making an average of seventy-five per cent on the questions submitted, eighty per cent on general average, and receive the teacher's favorable opinion as to fitness for graduation, the County Board will issue the State diploma of graduation.

The County Board has fixed two different dates for the examination, and will prepare two sets of questions for graduation examination, viz: the first during the week beginning Monday, April 20th; the second during the week beginning Monday, May 11th. The first will be for those schools which close on or before May 8th; the second for those schools which close after May 8th. Ninth-grade pupils of any school which closes prior to April 20th may, upon consent of the trustees, take the examination at any school in the county which may then be holding the examination, provided that their teacher has made the requisite report to the County Board as to fitness for graduation.

Promotions in all grades below the ninth are left entirely to the teacher, and they may be made at any time. Provided, that at the close of the term the teacher is required to report to the County Superintendent, on blanks provided therefor, and and leave a copy of such report in the district school register, showing the classification or grade of each pupil belonging to the school.

The teacher will also forward to the County Superintendent sample copies illustrating the work done by pupils of the fifth, sixth, seventh, and eighth grades in arithmetic, composition, and drawing. These will be kept for inspection by the County Board of Education, parents, and others, interested in the work being done in the schools of the county.

The County Superintendent will, on receipt of the report, and of the samples above referred to, furnish to each teacher a sufficient number of blank promotion certificates to be awarded by the teacher to the pupils. In schools of more than one teacher, promotions must be concurred in by the principal.

Teachers will report to County Superintendents, not later than March 10th, the number of ninth-year pupils and designate whether they wish to take the examination beginning on April 20th, or the one beginning May 11th, of the present school year.

"See the young woman. Is the young woman being suddenly and unexpectedly kissed?" "Oh, yes." "And does the young woman raise a hue and cry?" "The young woman raises a slight hue, but no cry."—*Detroit Tribune.*

He.—"I love you more than myself, darling." She.—"That's not saying much. You are always giving yourself away."—*Ex.*

Reviews.

Some Notable School Books.

THE ANTHAM OF CAMARQUE. By A. Lamonthé. Translated by Anna T. Sadlier. (Benziger Bros., Publishers. \$1.25.)

The story opens with a charming description of Provencal manners of the last century. It shows the simple, happy life of the people, their pursuits, loves, and unaffected piety. The description of bull-throwing is equal to Ben Hur's chariot race. The book is a strong, deeply-touching, and highly-interesting work. It has a new color and new atmosphere.

AN ENGLISH GRAMMAR. By Barker-ville & Sewell. (American Book Co. For sale by the Whitaker & Ray Co. 90 cents.)

A new grammar! Well, have we not enough of grammars? Do these authors give us anything new? The preface promises many things, but the English of the preface is not good. The sentences are cumbersome. The words are not chosen with a keen sense of their use. It is not a bad preface; it is simply commonplace. The introduction is somewhat better. The illustrations from standard authors are better than the usual choppy sentences; but, on the whole, it is hard to discern the improvement in this grammar over other grammars published by the same firm.

ALGEBRA. By Lyman Hall. (American Book Co. For sale by the Whitaker & Ray Co. 90 cents.)

Lyman Hall is Professor of Mathematics in the Georgia School of Technology, and has had ample facilities for the preparation of a practical work on algebra. The work is intended for beginners. It is clear in statement, definite in principle, and is much better arranged than Wentworth's.

SELECTIONS FROM VIRI ROME. Edited by Robert Arrowsmith. (American Book Co. For sale by the Whitaker & Ray Co.)

This work is well arranged and well illustrated. It is an excellent contribution to text-books on classic literature.

OLD STORIES OF THE EAST. By James Baldwin. (American Book Co. 45 cents.)

This is the latest edition to the "Eclectic School Readings," and is fascinating from cover to cover. It is a book that is sure to have a permanent place in the schools. The stories are told with sustained interest. The stories of the Bible are retold in a most delightful way.

STUDIES OF CHILDHOOD. By James Sully, M. A., LL. D. (D. Appleton & Co. For sale by the Whitaker & Ray Co. \$2.50.)

This is by far the most important edition to the study of the child that has been made for some years. Professor Sully, in this volume, gives several of the contributions to child-study that have made his name famous on both sides of the Atlantic. He treats the subjects un-

der the following heads: "The Age of Imagination," "The Dawn of Reason," "Products of Child-Thought," "The Little Linguist," "Subject to Fear," "Raw Material of Morality," "Under Law," "The Child as Artist," "The Young Draughtsman," "Extracts from a Father's Diary," "George Sand's Childhood," Bibliography, index. The book should have a large sale on this coast, where so much interest is taken in child-study.

GERMANIA TEXT. Edited by A. W. Spanwood. Nos. 5, 6, 7, 8 and 9. (American Book Co., Publishers. 10 cents each.)

German classics issued monthly in pamphlet form.

HÖHERALS DIE KIRCHE. By W. Von Hillern. (American Book Co. 25 cents.)

This work is carefully edited by F. A. Dauer for school use. Contains footnotes and vocabulary.

LABORATORY WORK IN CHEMISTRY. By Edw. H. Keiser. (American Book Co. 50 cents.)

A supplementary text-book for the study of chemistry, consisting of laboratory experiments and exercises intended to illustrate the regular work in the classroom.

THE CIRCUS RIDER'S DAUGHTER. By F. V. Brackel. Translated by M. A. Mitchell. (Benziger Bros. \$1.25.)

The heroine is one of the most beautiful characters in modern fiction. By strength of character and nobility of soul she stands a living example of the truth of the motto: "God's flowers bloom in any soil." The book is attractively bound, with special design on cover.

AN INTRODUCTION TO THE STUDY OF AMERICAN LITERATURE. By Brander Matthews, A. M., LL. B., Professor of Literature in Columbia College. (Cloth, 12mo, 256 pages. Illustrated. New York: American Book Company. \$1.00.)

This work is admirably designed to guide, to supplement, and to stimulate the reading of American authors; it is, hence, just what is wanted for a text-book of literature in our schools. As Theodore Roosevelt says of it: "The book is a piece of work as good of its kind as any American scholar has ever had in his hands." The excellent illustrations form another charming feature of the book. They include authentic portraits of all the chief writers, views of their birthplaces and homes, and interesting facsimiles of parts of their manuscripts.

The April number of The Forum is particularly interesting. The leading article is by Senator Sherman, entitled: "Deficiency of Revenue the Cause of Our Financial Ills." "Teaching—a Trade or Profession," by President J. G. Schurman, of Cornell University, is of especial interest to educators. Our whole educational system is reviewed. The higher education of teachers and the establishment of a graduate school of pedagogy is advocated. "Foibles of the New Woman" is treated by Ella W. Winston, and "The Cathode Ray" by A. W.

Wright. There are also a number of other noteworthy subjects.

The North American Review for March is up to its usual high standard. Among the articles are: "Revival of the Olympian Games," by George Horton; "Our Foreign Trade and Our Consular Service," by Charles Dudley Warner; "The Excise Question," by Hon. Warner Miller; "Liquor and Law," by the Bishop of Albany; "The Future Life and the Condition of Man Therein," by Hon. W. E. Gladstone; "Our Defenceless Coasts," "Free Silver and the Savings Banks," "Congress and Its Critics," "Woman's Wages," beside several other articles.

The most recent numbers of the famous "Riverside Literature Series," published by Messrs. Houghton, Mifflin & Company, of Boston, New York, and Chicago, will be welcomed by all. The numbers are: No. 91, Hawthorne's great novel, "The House of the Seven Gables," with an introductory sketch—a quadruple number at 50 cents, net, paper, and at 60 cents, net, cloth; No. 92, Burroughs's "A Bunch of Herbs, and Other Papers." This book is made up of some of the author's most delightful essays, and it has been prepared with special reference to the study of out-door life during the spring and early summer. There is also a very interesting biographical sketch. This is a single number in paper covers at 15 cents, net.

The Art Amateur for April appears in the form of a special blue-and-white Easter number and presents a remarkably effective and handsome appearance. The contents are appropriate for the season of Easter, a beautiful head of Christ forming the frontispiece. Every department of decoration is well treated. The color supplements are: "Still Life," by Mrs. F. V. Redmond, and "In the Scheldt," by C. Volkmar. Every one should take advantage of the special \$2.00 offer which is now being made to six-months' subscribers.

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Professional Ethics.

Principal Oates, of Los Angeles, introduced the following resolution at a meeting in Los Angeles, and created much discussion:

Resolved, That it is the sense of this Conference that no teacher should become a candidate for a position until it has been definitely decided that the present incumbent shall not remain longer than the present term of contract. When a Board of Education has taken such action as precludes the present incumbent from being an applicant, or when he announces that he is not a candidate for reelection, it is proper for another to enter the field as an applicant.

That in a contest for a position none but strictly honorable means should be employed by the contestants and their friends. After a Board of Education has made choice of a teacher it should be considered unprofessional for the defeated candidate to criticize the successful one, or to charge him with incompetency, or having resorted to unfair means in securing the position.

That every member of the teaching profession should exercise a spirit of loyalty, by giving to other teachers the benefit of his influence; by being careful not to criticize either his predecessors or associates harshly, and by speaking a good word for them whenever possible. He should avoid doing whatever might tend to weaken the influence of his fellows with the school officers, fellow-teachers, parents, or pupils.

The second section of these resolutions was repudiated by the teachers and principals assembled, but the remainder of the resolutions were adopted. So much time was consumed in discussing the matter that the regular business of the meeting was obliged to be postponed. A report of a committee appointed to prepare a course of professional reading for school principals and teachers was adopted, and each school was appointed as a "circle" for the study of this course.



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We find earthworms under the trees.

—C. C. N. S. Envelope.

The Sonoma county institute will be held at Sonoma, from April 20th to 24th.

The San Mateo county institute will meet the last week in April. Miss Tilton is arranging an excellent program.

Judge: "The evidence that you called this gentleman a donkey is overwhelming. Had you not better admit the fact?"
Accused: "Maybe I had. The longer I look at him, the more probable it seems to me that I did call him a donkey."
—Selected.

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School Apportionment Estimates.

The following letter from Superintendent of Public Instruction Samuel T. Black explains itself:

SACRAMENTO, March 5th, 1896.

To County Superintendents: From the best information I am able to obtain through the office of the State Controller, I estimate the July apportionment at two and 50-100 dollars (\$2.50), per census child. If you multiply the number of census children as shown by the census report of 1895 by two and eight-tenths, the product will be approximately the amount due your county in July. This money belongs to the current year and will be apportioned as though received prior to June 30, 1896. The apportionment will be made during the first week in July.

SAMUEL T. BLACK,

Superintendent of Public Instruction.
By W. W. Seaman, Deputy.

Last July the apportionment was \$3.55 per census child, or 55 cents more for each child than this year.

"Mr. Insite, give the class your idea of optimist and pessimist." "Yes sir. An optimist is a man who is happy when he's miserable, and a pessimist is a man who is miserable when he's happy."—*Chicago Record.*

"I wonder if that report is true about the Vice-President?" "What is it?" "They say that at the end of his term he will re-enter public life."—*Puck.*

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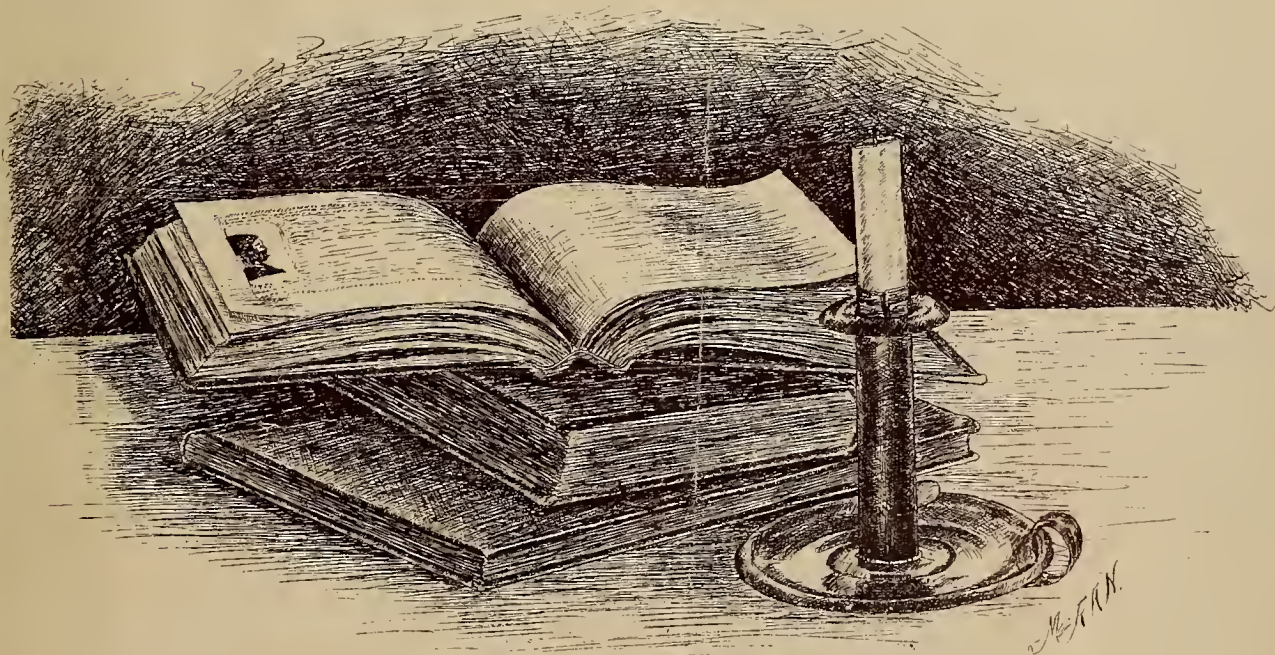
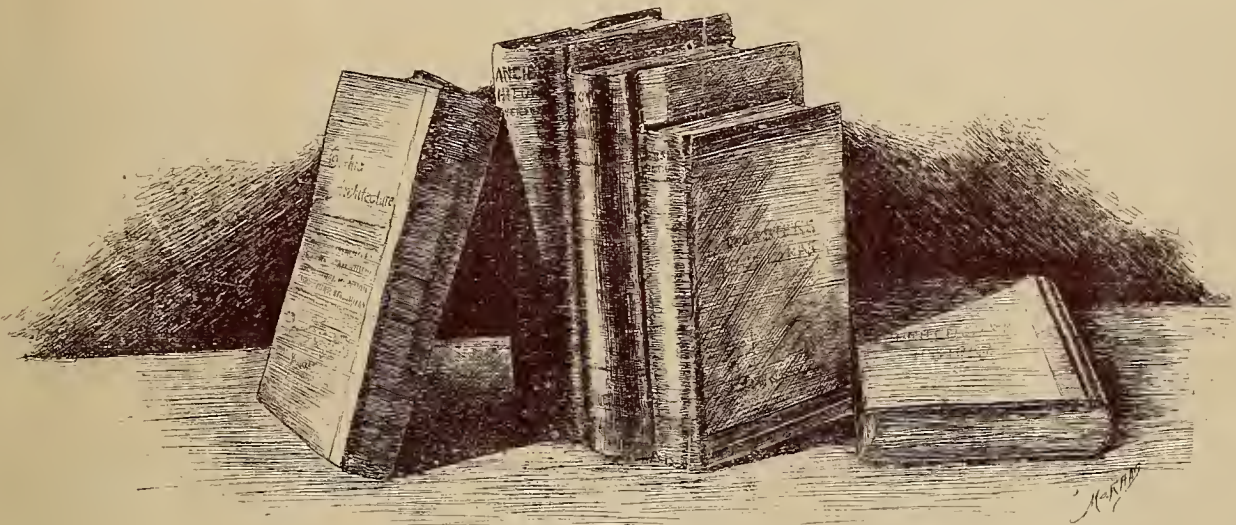
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NEW SERIES.—VOLUME I.
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SAN FRANCISCO, MAY, 1896.

NUMBER 12.
 ESTABLISHED 1852.



Drawings by Pupils of the San Bernardino Schools.

T. H. KIRK, Supervising Principal.

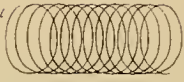
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Little Bo-peep's sheep.
May Day brings picnics.
Cups of gold the poppies are. E
Jack-in-the-Pulpit, speaks to-day.



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Ceres is the goddess of grain Mondamin
Welcome, yellow buttercups, all. March
And what is so rare as a day in June!
The Quaker Poet. John G. Whittier Q

THE WESTERN JOURNAL OF EDUCATION.

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CONSCIOUS effort is better than unconscious effort. It is the difference between a child going after candy and a messenger boy on salary.

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WE all believe in moral education, in spiritual education; but we devote three-fourths of the time in our schools to the acquirement of facts. Our education is still encyclopedic — a reprint at that!

* * *

JOAQUIN MILLER lectured before the W. C. T. U. at Pacific Grove. He told the truth from his standpoint.

The women did not like it. Professor Powers, of Stanford, lectured to the Women's Congress. He told the truth from his standpoint. The women did not like it. Think about these things.

* * *

"AN Outline for Teaching Evangeline," by Mrs. K. V. Spedding and her pupils, and "A Story of the Sun," by the pupils of Mrs. Mae Simmons, of the Stockton schools, will appear in the June number.

* * *

A TEACHER met another one, and, as a preliminary statement to requesting a loan, said, "A friend in need is a friend indeed." "Yes," said the other; "loan me five dollars." "We are two friends in need," was the reply.

* * *

PRESIDENT KELLOGG is a very serious man. In his lecture, "Honor Bright," however, he tells this story: A little boy, in his attempt to be good, prayed: "O Lord, make me a good boy, and if you do not at first succeed, 'Try, try again!'"

* * *

THE kindergarten is an excellent institution as a benevolent school for children who have no home-training; but to introduce games as three-fourths of the training of a child is questionable. We want men and women trained to toil—to toil as Christ the carpenter toiled.

* * *

PRESIDENT JORDAN causes a smile at the relentless way in which he treats the man who drives a cow to pasture, watches the cow during the day, and drives her home again. "If the cow did not exist, there would be no need for the man," remarks the evolutionist. Perhaps the man while driving the cow may see a soul in a flower. Who knows? His ideals may be genuine, after all.

* * *

Science Teaching. PROFESSOR E. H. GRIGGS, one of the most delightful of institute lecturers, denounces the word *science* as used in public schools. He claims that the mind of the child is not capable of grasping facts in accordance with scientific laws, and therefore so-called "science-teaching" is all wrong. He

gave no term, however, to be used instead of science. The Century, the International, and the Standard Dictionaries all define *science* as "knowledge"; then as a "systematic arrangement of facts." It is nonsense, ethical, pedagogical, and scientific inconsistency to claim that the child of the lower grades is not ready for a systematic arrangement of facts. The first consideration of the teacher is to give the child correct methods of study. The entire field of Herbartian philosophy of interest is within the borders of awakening the curiosity of the child so that it will lead to the systematic discovery and arrangement of knowledge. Professor Griggs, in ridiculing the adoption of the word *science* in primary courses of studies has the "Report of the Committee of Fifteen" against him, the Educational Council of California, and the dictionaries of the language. "Nature-study," which will always have associated with it the sentimental adoration of flowers, is not a good term. Let the teachers keep to the word *science*, and train the child from the time it enters school, to classify, arrange, investigate, discover truth, and express it accurately, no matter whether it be in studying the life of a salmon, the growth of a plant, the habits of a bird, the elements of the earth, or man.

* * *

A Uniform School Term. SUPERINTENDENT ROBERT FURLONG, in an able address before the teachers of Marin county, advocated a change in the law governing the apportionment of school moneys, so the county school district will have sufficient means to employ good teachers, and for the same length of terms as in the large cities. The argument that people in the country should have equal facilities with cities in the education of children is a good one. People move to cities to educate their children. This is wrong. The country schools should be of sufficient merit to have people move to the country. The State should provide sufficient money to hold school in county districts at least eight months; and if ten months is good for the city, it is also good for the country. The Educational Council should, therefore, strive to have a uniform length of term. Then, and not till then, will it be possible to have a uniform course of study. Superintendent Furlong is an active, earnest worker, and will no doubt succeed in working a reform in this direction.

* * *

Sketches in Education. EARL BARNES will begin the publication of a pedagogical journal, "Studies in Education," July 1st. The journal will give the crystallized thought of the work accomplished in the department of education the first five years. We welcome it, and trust that the progressive teachers will subscribe for it, and that Superintendents will put it in the teachers' libraries. Be loyal to our own publications. The following is a list of the leading articles: "Methods of Studying Children," by Earl Barnes; "Children's Sense of Property," by M. E. Schallenberger;

"The Development of a Child's Personality," by E. H. Griggs; "Children's Ambitions," by Hattie M. Willard; "Children's Plays," by Genevra Sisson; "Children's Superstitions," by Clara Vostrovsky; "Intellectual Habits of College Students," by Earl Barnes; "Art with Young Children," by L. M. Maitland; "Children's Attitude Toward Law," by Estelle M. Darrah; "Children's Historical Sense," by M. S. Barnes.

* * *

A Word with You. In the first issue of THE WESTERN JOURNAL OF EDUCATION we had "A Word with You." This number completes the first year of record. The journal is a success. True, the editor has not grown rich — has not even made as much money as he might have made in the chicken business. But the year has been well rounded up, and foundations have been laid for greater work in the future. The many pleasant letters from subscribers commenting favorably upon our work, the far-reaching influence of our journal among educators East and West, and the steady growth of patronage are agreeable. In the mean time it is hoped that teachers will find the journal helpful, and a medium of current educational news and thought of the Pacific Coast.

* * *

School Education. W. G. SMITH, the editor of the School Journal of Minneapolis, Minn., is working along the lines of national interests in his publication. The report of the meeting at Jacksonville in the April number is one of the very best made of that great meeting. The Journal has many bright features. Its editorial pages are full of strong articles of educational value. It is a pleasure to notice that the western journals do not imitate the Teachers' World in printing "stuff."

* * *

The N. E. A. THE people of Buffalo are preparing to entertain 20,000 people at the meeting of the N. E. A., from July 3d to 11th. Albert E. Swift, the Secretary of the local organization, is the right man in the right place. Arrangements have been made with all the hotels at Buffalo and at Niagara for the entertainment and comfort of guests, at greatly reduced rates. The program of the meeting this year will have many strong features. It will be a great assembly.

PROFESSOR SHIELDS, of St. Paul's Seminary, says the Pioneer Press, has invented an apparatus whereby he measures the activity of the brain. The measuring requires one of the most complicated machines known to biological science. The machine was made by Boeringer & Son, of St. Paul, relatives of the well-known artist of the Overland Monthly. The invention and the construction of the machine, which is as yet nameless, is a very important contribution to science.

THE CALIFORNIA SYSTEM OF VERTICAL WRITING.

CALIFORNIA teachers are always up to date. Now comes Mrs. I. B. Rodgers and Miss Belle Duncan, two practical school-teachers of Pacific Grove, with a complete system of vertical penmanship, the result of their work in the schoolroom. There are six well-graded books. The cover has a beautiful design of the California poppy. It shades nicely with the deeper brown of the background, is restful to the eye, and entrancing to the esthetical mind. The cover is great.

The copies follow well-known pedagogical lines, and are unique in having at the end of each line the picture to illustrate the thought expressed in the copy, and also lines, such as Professor Allen's poem on the poppy, and selections from Joaquin Miller.

There are practical forms for business and social correspondence. There is a letter from Professor Kleeberger's child, in Wisconsin, to Clyde Ennis, the son of Deputy Superintendent of Schools Ennis, of Los Angeles, which are good specimens of vertical penmanship, and also illustrate lesson on climatology.

The book therefore has many unique features. It is a creditable addition to the school literature of California. The advantages claimed for the system are as follows:

1st. It is based strictly upon the actual demands of the school-room.

2d. It was evolved from a study of detail of nearly all published vertical systems in the hands of experienced teachers.

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5th. The copies at once attract and interest the child. Letters by themselves are meaningless, arbitrary symbols; words are real, and sentences are thoughts.

6th. The selections, with correct capitalization, punctuation, and literary and scientific merit, correlate with language and science work. This will be appreciated by all progressive teachers.

We are indebted to Superintendent Charles Eldred Sheldon, of Burlington, Iowa, for the following:

A little five-year-old Californian, who has both a grandmamma and a great-grandmamma, lately made a great discovery, which he proceeded to announce as follows. It was in the early evening.

"Now, grandma, you put gran'ma to bed early to-night, an' you an' me'll sit up and have a long talk. I've somefin' to tell you."

"What is it? Why not tell now?"

"Oh, it's somefin' important. I want to talk to you a long while—till twelve o'clock."

"Well, what is it," said the grandmother, "we may as well begin now."

"Well, I've just found out what the sun is. It's the back of God's head."

"Why, who told you that, my child?"

"Nobody; I just found it out myself."

"And how did you find it out?"

"Oh, from pictures. Don't you know that in all the pictures of Christ, we see the sun shinin' round the back of his head, and so when we look at the sun we are looking at God with his face turned away from us."—*Child-Study Monthly*.

Children's Definitions.

What a dictionary might be made of these quaint conceits of childhood! Some of them are very beautiful, as well, and, like genuine poetry, "reaching the heart of truth at once."

Apples are "the bubbles that apple-trees blow."

Baldness.—A boy who was sitting playfully on his father's bald head, said naively, "Father, I must get this seat upholstered."

Cross.—"The Heaven-key."

Dust.—"Mud with juice squeezed out."

Eternity.—"The life-time of God."

Fins.—"The fish's wings."

Happiness.—"It is to feel as if you wanted to give all your things to your little sister."

Ice.—"Water that went to sleep in the cold."

Lightning.—"The winking of God's eye."

Mother.—"The bloodiest relation I've got." (By a boy who had been taught that "blood relations" means "near relations.")

Nest-egg.—"The one the old hen measures by."—*Child-Study Monthly*.

Griggs's Systematic Course in Reading,—English Prose.

Professor Griggs, of Stanford, in his institute lecture on reading along the lines of ethical culture, recommends the following brief course:

1. "Defense of Poesie." Sir Philip Sydney.
2. "Religio Medici" (paper). Sir Thomas Browne.
3. Essays—"Habit," etc. (cloth). Bacon.
4. "Sir Roger de Coverley," etc. (paper). Addison.
5. "The Essays of Elia" (cloth). Laub.
6. Essays (paper). Macauley.
7. "Heroes and Hero Worship." Carlyle.

The reading and study of these books means a liberal education in the masters of English composition. To any teacher who will send us \$2.25 we will send the seven books and our journal one year.

Grammar Grade and High School Methods.



READING IN THE PUBLIC SCHOOLS.

BY FRED M. CAMPBELL, EX-STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

SOMEbody has said, and well said, "Teach a boy to read and give him a taste for good reading, and you have educated him." It has long been recognized by educational people that, in addition to the studying, as such, which pupils should do, they should also be encouraged and stimulated, and, indeed, required, to do a good deal of reading.

It was to this end that John Swett, when, as State Superintendent of Public Instruction more than a third of a century ago, he formulated and gave to California the best school law, by all odds, which any State in the Union ever had, embodied in said law a provision making compulsory the establishment and maintenance of a school library in every-school district, and setting aside a certain percentage of school money for that purpose.

That this provision, however well designed, has fallen very far short of securing the desired result, is too well known to require statement here.

Nor is the whole cause of failure to be found in the raids which have been so successfully made upon this fund by the agents of school supply houses, and its consequent squandering, in large part, for all kinds of ingenious, elaborate, and expensive appliances, high-priced encyclopedias, voluminous dictionaries, bulky compendiums, and store-houses of condensed human knowledge on all conceivable subjects.

Other causes are inherent in the system itself and in its practical operation.

The list of authorized library books in the manuals of county boards, from which trustees may make selections, is so large, and covers so wide a range of subjects, that even in those districts (if any can be found) in which the fund has been scrupulously guarded, and the effort has been made continuously during all these years, and equally by each succeeding Board of School Trustees to expend it judiciously, the library will be found to be very far from what it should be.

But even if no fault can be found with the library itself, still its promiscuous and injudicious use by pupils fails to secure the desired results. And this it does because the reading is desultory; and the effect of promiscuous and desultory reading, so far from yielding mental growth, development, and acquisition of valuable and available information, is *mental dissipation*.

If any evidence of this latter statement is desired, it may be found in the results of the devotion of people to-day to the laborious reading of the bulky daily papers. It is not merely the waste of time thus involved; indeed, that is, perhaps, the least evil. Worse than that is the fact that it is simply *mental dissipation*. A person will spend

two or three hours over his papers, morning and evening, reading from twenty to fifty different items on as many different subjects, and what is the result? He has passed the items before his eyes in a half-mechanical way; the ideas, if there are any in the items, have passed vaguely through his mind; but there has been left no residuum—

there has resulted no clear, definite information, no intellectual vigor, no strengthening of mental fibre. On the contrary, the results are mental lassitude and the consequent weakening of the power of concentration. And this is just as naturally the result of mental dissipation as physical weakness and general demoralization is the result of physical dissipation; and desultory and promiscuous reading, as has been said, is mental dissipation, no matter what the amount; indeed, the greater the amount of such reading the greater the dissipation.

Another evil effect of such reading is the serious *impairment of the memory*. It may be put down as axiomatic, that whatever reading is done carelessly, aimlessly, and to be forgotten, by just so much inevitably saps the power and strength of memory. For confirmation of this statement, I shall simply invite all thoughtful adult readers of this article to apply honestly to it the test of their individual experiences.

Education and development are no more the resultants of the amount alone which the person reads, than are physical health and vigor the results solely of the quantity one eats. Quality, regularity, time, judiciously selected and wisely limited variety, skillful preparation, proper mastication, good digestion, ready assimilation, are all quite important factors in this matter of food and eating—and the parallel holds good in reading.

Thomas Carlyle once said, in a letter written to his nephew, Dr. Carlyle, of Toronto, Canada, who was at that time qualifying himself for a teacher:

"I can assure you, on very good experience, it is far less important to a man that he read many books, than that he read a few well, and with his whole mind awake to them. This is indisputably certain. A very small lot of books will serve to nourish a man's mind, if he handles them well, and I have known innumerable people whose minds have all gone to ruin by *reading carelessly too many books*."

There is a good deal in the old saying: "Beware of the man of one book." He has secured something definite, tangible, and available, from his reading. He, at least, knows and remembers all he has read. He has wasted no time and dissipated no power over a mass of other reading. He has done much *thinking* over his meager *reading*. He has drawn large intellectual dividends from his small investment.

The foregoing very imperfectly and crudely suggests, rather than states, the reasons why so much thought and effort are now being given by Superintendents and Boards of Education to this matter of reading. And certainly nothing could be more important. The effort for improvement and for better results is finding expression in the provision for "Supplementary Reading," and in all the new courses of

study now in careful preparation in the several counties and cities of this State, definite provisions and requirements therefor will undoubtedly appear.

It must be distinctly remembered, however, in this connection, that *names* merely count for nothing; and unless care be taken, and the object to be attained be kept steadily and clearly in mind, the evils complained of will not be corrected, but will continue only under another name. If, for instance, under the head of "Supplemental Reading," a large catalogue of books be given from which trustees and teachers may make selections, and such list be augmented, by request, at each meeting of the county or city board, as heretofore, what advantage has been gained over present conditions?

Let it be repeated, trite as it is, and be constantly borne in mind, that for any, but especially for the young, reading, to be effective and to yield the fullest and best results, must be with a definite purpose and an end.

In providing for "Supplemental Reading," a very definite aim and purpose, therefore, must be kept steadily in view—the aim and the purpose, namely, of providing a thoroughly graded, definite, progressive, and wisely *limited* course of reading along certain *fixed* lines, from the first year up to and through the ninth year of the school course. And, such a course having been established and published, it should then be rigidly insisted that it be followed and completed in every school in the jurisdiction. The result will be that pupils completing the course will derive more of real profit

therefrom, than from all the rest of their course combined. The inspiration and momentum they will have acquired along certain lines of reading will carry them on after they leave school, and they will be the happier and the wiser for it the longer they shall live.

I herewith present a schedule, or tabulated form, embodying my idea. The table is self-explanatory; and I am sure it will be readily recognized and acknowledged as the most graphic form in which such a course could possibly be presented, showing the whole thing at a glance, and more clearly than could be done in pages of printed matter.

The books named in such a scheme should be provided out of the library fund, and should be the property of the school. They should be purchased in sets of 5, 10, 20, or 50, according to the size of the grade, classes, or of the school. In district schools, composed largely of primary pupils, a larger number of books for those grades should be provided than for the advanced grades. Additions to the sets can be made from time to time, to meet the varying conditions, until the school is fully equipped in all grades.

One thing more. It is clear to me that in providing reading supplemental to the regular prescribed series (in this case the State series), it is not the part of wisdom to prescribe other sets of readers. All sets of readers are alike; that is to say, they are all built on the same general plan; all contain short selections, are "snatchy." Some, it is true, are better than others, but they are all too nearly alike to meet the requirements of "Supplemental Reading."

A GRADED COURSE OF SUPPLEMENTARY READING.

LITERARY, HISTORICAL, SCIENTIFIC, GEOGRAPHICAL.

GRADIS.	LITERATURE.	HISTORY.	NATURAL HISTORY AND NATURAL SCIENCE.	GEOGRAPHY.
1st.				
2d.				
3d.				
4th.				
5th.				
6th.				
7th.				
8th.				
9th.				

As Others See Us.

Notes of Official Visits, by Edward Hyatt, Superintendent of Riverside County.

THE law provides that the County Superintendent shall visit all schools each year. This visiting has cost the county of Riverside some \$250 in the past year, besides taking a large share of my time — to say nothing of rattling my bones over the stones of every highway and byway in the land.

Now, how shall we make all this wear and tear of practical use to the schools? How make it produce visible results?

Any one of you who had a chance to see, compare, and contrast all the schools of the county for a season, would get some ideas, some impressions, some opinions that would be of value to your fellows, if you could express them plainly and without offense. It is of real value to us once in a while to see ourselves as others see us, no matter how narrow their view may be, or how unfair their conclusions are. Any honest teacher would be glad to know honestly what impression his work has made upon an outside observer; particularly so, if he knew it were not to be put into the mouths of his enemies or to be used to his personal annoyance.

With these thoughts in mind, I have ventured to reproduce some of my notes taken in the field while visiting schools during the past year. They are all genuine, all my real impressions upon real Riverside county schools. I think they are so obscured by omission of names and places that no one will recognize *your* school.

Doubtless in many instances the views are one-sided, unfair, wrong-headed; their shortcomings and weaknesses are freely acknowledged. Yet the faults pointed out are real faults now in vogue in our teaching; we may all contemplate them carefully, and see if we can find any of them to eliminate from our own work; the virtues are real virtues, to be seen in our own schools. We may all appreciate them and try to imitate them.

No. 16.—This is a young teacher with her first school. She is nineteen years old, and has passed the examination. She blushes every time I look at her, and watches me as a mouse watches a cat. She was pronouncing words for a spelling-class away over in the back of the book, and she did not know the words, poor girl — and poor pupils, too! “Centrifugal” she pronounced “centrifugal” — and the pupils scratched it down “centrifugal” on their papers and in their minds; and several other words were quite as bad. The teacher is a bright enough girl, but simply lacks training. She needs a year or two or three in some good high school or normal school — and ought to have it before being allowed to teach.

No. 31.—This is a school that is making the world better. It is an ordinary little country school — such a one as usually pays its teacher from fifty to fifty-five dollars a month, and changes teachers once a term always, and twice a term sometimes. But this school has kept its teacher three years, and pays him eighty dollars a month. He is an old teacher, of vast experience and brains and skill. It is marvelous to me what he has been able to do with that handful of hearty, healthy country boys and girls. They have a *power*, a capacity for careful *thought*, an ability in accurate *expression* that I have not seen in any other school in the county. Ask them a question in current affairs — on the Venezuelan question, or the tariff, or silver, — and they astonish you by the thoughtful comprehensiveness of their answers; they look you in the eye and reply in simple, direct, well-chosen language that seems far beyond their years. Ask them about geography, United States history, arithmetic, and you are again astounded at the readiness, promptness, thoroughness of their knowledge *as far as they have gone*. They are, perhaps, not so very far along for their age, but they are *well trained* and *ready* for what is to come. This teacher has given them methods of study, thoroughness of work, cool brain-power that will stay with them through life. The trustees of this school show rare good judgment in pouring out all the money they have in inducing a teacher like this to stay with their children. Six months a year under him mean more than ten months with a weak or inexperienced teacher. Yet I do not doubt that there are thoughtless people in that district who never lose an opportunity to abuse those trustees for paying that teacher eighty dollars when plenty of other teachers can be had for fifty!

No. 76.—This teacher ought to be scalped! She insists on telling me how stupid some of her pupils are, and tells it right out before the school, regardless of the blushing victim's feelings. This one, she says, has been in this book *three years*, and “I can't do anything with him.” That one can't learn anything. “It's not my fault, for I've worked and worked with him. None of this family can learn well. I don't know what is the matter with them.” The poor boys looked to right and left, blushed, wriggled, twisted, the picture of misery! Wicked cruelty, wasn't it? and no possible excuse for it.

No. 80.—This is a good school; children orderly, room quiet, classes regular. Teacher seems a gentleman and a scholar. Among many good points, he has one very bad one, I think, — he *talks* too much. His talk is good and wise and to the point and well-chosen; but he does it *all* — the children have no chance. His recitations are monologues. He laboriously leads up to the point in a five-minute talk so that the pupils

can answer by yes or no, and then starts in the same way for the next point, while the pupils' eyes grow dull and their attention wanders. He does not see how it is possible for his pupils to fall down so helplessly on review, when he remembers how carefully, how conscientiously, he explained the whole thing only a few weeks ago. What he needs is an impediment in his speech—something to make him less fluent and his pupils more so. If he would only put his skill and brains to framing short, terse questions that would draw continual discourse from his class, his pupils would have reason to rise up and call him blessed.

No. 65.—A large school of middle-grade pupils. Room hot as an oven, every window shut, never a transom open—cotton in the keyhole, I think. Teacher wrapped up in a shawl, very impatient with her obstreperous, stupid school. Poor teacher, she is in bad health! She needs her salary. Poor children, with their flushed faces, their impatient spirits, their growing disgust at the treadmill grind! What shall we do about it? Change the subject!

No. 45.—This is a very remarkable school,—one of the best ungraded schools in the county. From the outside the whole school property looks as if it had cost about fifty dollars—the cheapest of rough, unpainted shanties; no fence, no tree—the only ornament a hitching-post—afar in the country, on a bare and lonesome plain. But inside—*prêsto*, change! There is a *teacher* here. She has been here three years; she has a university education; she is vigorous, energetic, and thoroughly in earnest. The room is as clean as a pin; the movements and faces of the pupils show that they are well trained and that they have every confidence in their teacher. There is a neat, well-chosen library of books that boys and girls will *read*; and the books show honest wear; and, when questioned, the children have all read books, and all have a definite idea of *what* they have read. Back of the schoolhouse is a large, rough “lean-to,” roofed by shakes. It contains water, towels, soap, combs, and looking-glass. Dinners and wraps are stored there. It is large enough for calisthenic or gymnastic work. It is popular as a playroom, and seems to be the most useful part of the school. In this there is a valuable hint for other school officers. Every California school should have some sheltered place outside the schoolroom—some place where the children are free to play, and eat, and wash, and make a litter—where they can march and exercise, untrammelled by furniture or the restrictions of the classroom. It may be a lean-to, cheaply built, or a handsome pavilion, painted and bright, or the old schoolhouse when a new one has been built, or a fine arbor, shaded by green vines and perfumed by roses, or even a space sheltered and walled in and overhung by the leafy boughs of trees; but something of the kind is a necessary piece of

apparatus to a real teacher nowadays, vastly more useful than fractional apples, Smith's “Completely Compendious System of Charts,” Robinson's “Marvelous Cyclopeda,” or any other of the expensive jimcracks which the gentlemanly and accommodating agent uses in cleaning up school treasuries.

Having looked on this picture—look now on the next!

No. 46.—This, like the last, is a country school, made up of sturdy, hearty boys and girls. The house is new, comfortable, handsome, with all the modern improvements. The teacher is a brand-new one, with a bundle of recommendations from back East so large that it gives one a tired feeling to *look* at it. For a time I feared she was glued fast to her seat behind the desk; but in less than an hour I discovered my error—she moved! The children tried to be good. They were apparently trying hard to keep awake, trying hard to study, trying hard to endure life until the next recess should afford a temporary relief to the slowness, deadness, tedium of that awful schoolroom! They were uninterested, impatient, tired of life. They were kept there only by compulsion. Their eyes were dull, their movements languid, their looks furtive. The older ones seemed longing for the day when their “education” would be over—the younger ones praying for four o'clock.

And, O my countrymen! If you could have seen her spoiling a little class of new beginners—a class of three bright little girls in red dresses and white bibs, who had started in a week ago. She called them up. They looked at the lesson and the picture with rosy, trusting little faces. “Nell has a hen,” said the teacher, pointing to the advance lesson. “*Nell has a hen*,” repeated the class, in concert. “It is a red pet hen,” said the teacher, with finger on the next line. “*It is a red pet hen*,” repeated the little parrots. And so it went on! Was it not dreadful? And, mark you, she was getting just as large a salary and had just as stable a position as the other, who was doing noble work. And she had better environments, more generous trustees, finer appliances. Of course, she ought not to be allowed to teach another day—of course, she is marring the whole future lives of innocent children; but she has a certificate, and what are you going to do about it? And when such a teacher comes to grief in seeking certification, she can raise a thousand pitying shrieks to heaven, and bring down a thousand curses upon the vile and revolutionary Board of Education. This is not a fable, but there is a moral in it if you choose to see it.

No. 58.—This teacher has a poor grip on his pupils. He asks his questions of the class in a *general* way—instead of calling on a definite individual. The answering is chiefly done by two or three of the quickest and smartest pupils. And they all answer together, giving a *collective*, piecemeal result. As a natural con-

sequence, the school is noisy and loud-mouthed; and, what is worse, their ideas about their studies are hazy and indefinite.

No. 66.—Here is another teacher who has not a firm hold on his pupils—who is not sure of his ground. He is a normal graduate, too, and a good man—*too* good, for he allows the children to run over him outrageously. In the hour that I was there one boy made trips to the teacher's desk seven separate and several times; and one girl spoke out in meeting four times, to ask unnecessary questions; and all the pupils bore themselves with an impudent air and with a careless swing; and there was much paper on the floor; and there was a continual procession of pupils who wanted to go out, wanted a drink, and wanted everything else under the sun.

No. 27.—Teacher had ten minutes warning of my arrival, and as I entered she went out the back way with broom and dust-pan—and a guilty countenance. I must do her the credit, though, to say that her room was neat as wax, and that she is an excellent teacher; she passed around the room, with a word here and there, a hint, a correction, an approval, that showed her to be mistress of the situation—a busy, eager, well-trained school.

(I have had several amusing experiences, by the way, with death-bed repentances in the way of "cleaning up"—where I would be charmingly entertained in front, while the "big girls" hastily swept out at the back, in a cloud of dust that showed over the top of the schoolhouse!)

No. 11.—Saw a thing new to me here. The school-room *papered*, like a private house, with fresh, delicately tinted wall-paper. Here is a hint for the many schools that have cracked, seamed, smoky, discolored walls and ceilings. At small cost, they can transform the whole interior, bring color and tone and cleanness to their dismal rooms.

The teacher is fresh from a magnificent Eastern school; is sprightly, vigorous, earnest, full of life and health and energy. She has bought a boat, and *takes a good strong pull on the lake every evening*. She is doing well by her children—working too hard, fretting too much, perhaps, as new beginners are wont to do. She thinks everybody is *so nice*, and feels in such great luck to have such a good school and such delightful people, that it refreshes one to meet her. The niceness of the people and the goodness of the children depend largely on the exercise and digestion of the teacher, I discover.

No. 99.—A good little school and a bright little teacher; but she *tells* her pupils too much. They lean upon her, and will not go ahead with a problem until she has assured them they are on the right track. She tells them outright a great many things they *could* find out themselves, and this weakens them and makes

them very helpless when questioned by a stranger or when confronted by new circumstances. This school, like most of its kind, is tremendously loaded up with unused apparatus. There is a large tellurian and another globe, and a forty-dollar set of object charts, and a music chart, and a set of fractional apples, and a patent revolving chart, besides two complete sets of maps in various stages of decay, and an arithmetical chart, a chart of geographical definitions, a physiological chart, and a variegated chart of United States history, ornamented by huge intertangling bands of red, blue, green, and yellow, to represent the progress of the political parties in the last century. The teacher said that she had used nothing of all this during the whole term but the globe, the reading chart, and a few of the maps.

No. 101.—This is a large city school—a system composed of many children, many teachers. My notes are spinning out to such a length that I dare not take time to touch upon each teacher, each room as I would like, but must speak briefly of it as a whole. I have seen in it some of the most skillful teachers, some of the finest methods and best classes that can be found anywhere in our country. The teachers are all paid generous salaries, and have a secure tenure of office.

As are teachers, so are the schools. This city has a magnificent system of schools, closely graded, carefully supervised, well taught,—a system that may well stand comparison with the finest in the land. If I were asked to point out some faults, I would say that I could not find any. If some good friend *insisted* upon my finding something adverse to say—*forced* me into it,—I would venture to observe, in a small and humble voice, that it appears to me to be a weakness of these schools, in common with many other city schools, that they do almost nothing for the *bodies* of our coming citizens. This is especially a weakness for *us*. Our climate and flowers and groves draw to us a peculiar population. Our schools are made up more largely than elsewhere of the children of people who have led sedentary lives; of people who are not in robust health; of people who are cultured, witty, and wise, but who have, or have had, weak lungs, disordered stomachs, bad throats, or some other bodily weakness which has driven them away from a harsher clime. This is not a particularly pleasant fact to contemplate—but it is a *fact*, and we, the citizen-builders, ought to realize it and bear it in mind in our work. The children are not of hardy, stocky build. Pale faces, thin cheeks, slender limbs, spare, stooping figures, flat and hollow chests, are rather the rule than otherwise, I think,—though, of course, frequent exceptions can be pointed out. I do not see great interest taken in the hardy outdoor sports that require strength, toughness, courage, patience, skill. The typical school boy is a slender lad, with bright

eyes and a tired look, getting to and from school as quickly as possible, and with as little exertion as possible.

Under these circumstances, is it not doubly incumbent upon the schools to try to combat this constitutional weakness? If it can be done, ought we not build up stronger, tougher, hardier bodies among our youth? And you all know that it *can* be done. The Greeks knew how to do it two thousand years ago, under skies as blue and sun as bright and wind as free as ours. Scientific physicians and gymnasts know how to do it now. It is our bounden duty to the State we serve to find out how to do it, too,—and then to do it! Arms *can* be made full, hollow cheeks plump, languid faces bright, stooped figures erect, weak bodies stronger. Why not do it? The most skillful teaching in all the world is wasted, worthless, lost, when lavished upon a boy or girl with a bodily mechanism so badly managed that he is not healthy.

If I were an omnipotent power, holding the purse strings and the reins of a city school, I should put nearly half my money and energy upon the *bodies* of the children. I should give them *longer* play times, recesses and noons, and *never* cut them down to the lowest minimum or abolish them altogether. And then I would put money, and time, and energy in seeing to it that those play times were *used*—used properly, used scientifically, used *all the time*. I would see to it that the teachers were with their pupils at their play, encouraging, praising, correcting, taking as much care of bodies as of minds. I would see to it—if I were omnipotent—that everything helpful or necessary to the sports and games and exercises of American youth were at hand. I would see to it that teachers wise and skillful in directing the bodily care of children were always by. I would see to it that the girls had something else to do than sit upon the steps and mope or walk slowly about, arms entwined about their chums, spitefully or idly gossiping about teacher or schoolmate or neighbor. I would work up such interest and rivalry and generous enthusiasm among the boys in their games and sports that they would be the *leaders* in such things for all the towns around, challenging them and beating them in fair and manly warfare. I would banish listlessness, morbid idleness, secret gossiping, and fill the playtime with running, jumping, laughing, climbing, swinging, tumbling children, if I did not do one thing else!

And then I could promise you one thing more—promise it just as securely as you would promise to raise one hundred nice orange-trees on that plat of ground. I could promise that in four years those schools would be peopled by an entirely different and vastly improved lot of children—

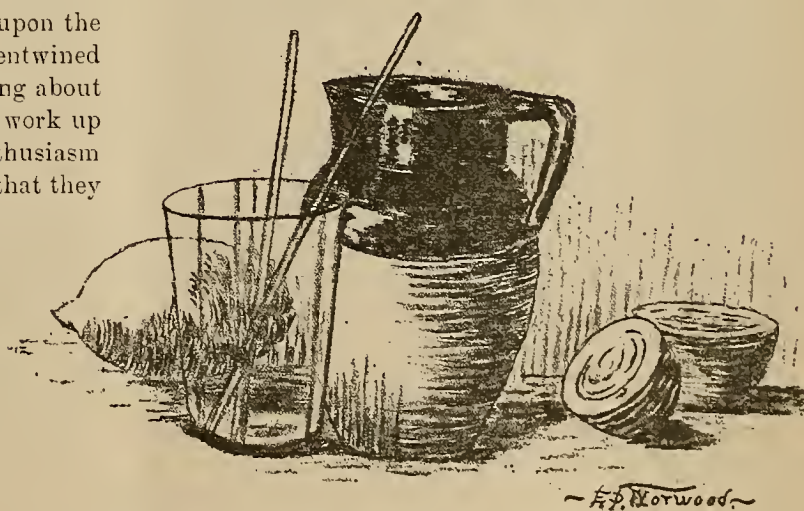
stronger, braver, hardier, bolder, better able to take instruction, better able to push their way and fight for the prizes of life, better able to enjoy the prizes when they get them, stronger to carry forward the work of this republic whose name we love.

But hold!—I am close to my fortieth page and my twentieth minute, have arrived at the end of your patience, and have not touched half the schools yet.

Do my thoughts seem harsh, critical, bitter? Remember that in a criticism intended to improve more is likely to be said about a dozen bad points than a hundred good ones. Remember that in no instance are they personal, but that they are only brought up here in our own assemblage, impersonally. The only hope for improvement in the education of a county is in the improvement of its teaching force *as a whole*; and the first and most important step toward improvement is for the teaching force, as a whole, to be thoroughly intelligent and well informed concerning its weak as well as its strong points, thoroughly intelligent as to its own condition.

And remember, that it is only lack of time that has prevented my detailed appreciation of the scores of strong, earnest, self-sacrificing women and men who are scattered all over the mountains and deserts, and valleys, and plains of Riverside County, teaching her schools. Their enthusiasms, their hopes, their failures, successes, prides, opinions, troubles are of keenest interest to me, and always will be. They are good and noble teachers, for the most part, who are being absorbed and copied by our four thousand children. Their richest reward is the loyalty and love and unselfish devotion of those whom they have taught.

DRAWING IN THE PUBLIC SCHOOLS.



During the institute at San Bernardino, the walls of the hall were beautifully decorated with drawings made by the pupils of the schools. Miss Mogeau, County Superintendent, T. H. Kirk, City Superintendent, and Miss Parrish, as well as the pupils, deserve credit for the excellent showing. Several of the drawings were taken from the wall at the request of the editor of this journal, and are reproduced in this number.

Thoughts from Joaquin Miller's New Book, "Songs of the Soul."

Oh, good to see is faith in God !
 But better far is faith in good;
 The one seems but a sign, a nod;
 The one seems God's own flesh and blood.
Sappho and Phaon, p. 25.

Where God's foot rocks the cradle of
 His new-born baby stars.
Sappho and Phaon, p. 37.

When martial Mars
 Waxed red with battle rage, and shook
 The porch of heaven with a look ;
 When polar ice-shafts propt gaunt earth,
 And slime was but the womb of time,
 That knew not yet of birth.
Sappho and Phaon, p. 31.

I would not barter love for all
 The silver spilling from the moon ;
 I would not barter love at all
 Though you should coin each afternoon
 Of gold for centuries to be,
 And count the coin all down as free
 As conqueror fresh home from wars,—
 Coin sunset bars, coin heaven-born stars,
 Coin all below, coin all above,
 Count all down at my feet, yet I—
 I would not barter love.
Sappho and Phaon, p. 28.

Fair land of flowers, land of flame,
 Of sun-born seas, of sea-born clime;
 Of clouds low shepherded and tame
 As white pet sheep at shearing-time,
 Of great, white, generous, high-born rain,
 Of rainbows builded not in vain — — —
 Of rainbows builded for the feet
 Of love to pass dry-shod and fleet
 From isle to isle, when smell of musk
 'Mid twilight is, and one lone star
 Sits in the brow of dusk.
Sappho and Phaon, p. 46.

Let us have faith, sail, seek, and find
 The new world and the new world's ways ;
 Blind Homer led the blind !
Sappho and Phaon, p. 59.

Come, let us kindle faith in God !
 He made, He keeps, He still can keep.
 The storm obeys His burning rod ;
 The storm brought Christ to walk the deep ;
 Trust God to round His own at will ;
 Trust God to keep His own for aye—
 Or strife, or strike, or well, or ill ;
 An eagle climbing up the sky —
 A meteor down from heaven hurled —
 Trust God to round, reform, or rock
 His new-born, noisy world.
Sappho and Phaon, p. 60.

But leave me, Twilight, sad and true,
 To walk this lonesome world with you,
Sunset and Dawn in San Diego, p. 75.

Now perfumed Night, sad-faced and far,
 Walks up the world in somber brown ;
 Now suddenly a loosened star
 Lets all her golden hair fall down,
Sunset and Dawn in San Diego, p. 76.

They never died. Great loves live on.
 You need not die and dare the skies

In forms that poor creeds hinge upon
 To pass the gates of Paradise.
 I know not if they braved the bold,
 Defiant walls that fronted them,
 Where awful Saint Elias broods,
 Wrapped in God's garment hem.
Sappho and Phaon, p. 68.

But, resting there,
 The new moon rocks the Child Christ in
 Her silver rocking-chair.
Sappho and Phaon, p. 73.

How beautiful is death ! and how
 Surpassing good, and true, and fair !
 How just is death, how gently just ;
 To lay his sword against the thread
 Of life when life is surely dead
 And loose the sweet soul from the dust !
Sunset and Dawn in San Diego, p. 89.

Good priest, forgive me, and good-by.
 The stars slow gather to their fold.
 I see God's garments' hem of gold
 Against the far, faint morning sky.
Sunset and Dawn in San Diego, p. 93.

Behold ! the Holy Grail is found,
 Found in each poppy's cup of gold ;
 And God walks with us as of old.
 Behold ! the burning bush still burns
 For man, whichever way he turns,
 And all God's earth is holy ground.
Sunset and Dawn in San Diego, p. 94.

A huge, flat-bellied reptile hid !
 His tongue leapt red as flame ; his eyes,
 His eyes were burning hells of lies —
 His head was like a coffin's lid.
Sunset and Dawn in San Diego, p. 92.

Believe in man with brave belief ;
 Truth keeps the bottom of her well ;
 And when the thief peeps down, the thief
 Peeps back at him perpetual.
The Song of the Soundless River, p. 135.

Fear not for man, nor cease to delve
 For cool, sweet truth, with large belief.
 Lo ! Christ himself chose only twelve,
 Yet one of these turned out a thief.
The Song of the Soundless River, p. 135.

A light !
 It grew, a starlit flag unfurled !
 It grew to be Time's burst of dawn.
 He gained a world ; he gave that world
 Its grandest lesson : " On ! sail on !"
Columbus, p. 155.

My kingly kinsmen, kings of thought,
 I hear your gathered symphonies,
 Such nights as when the world is not,
 And great stars chorus through my trees.
The Passing of Tennyson, p. 160.

All silent. . . . So, he lies in state. . . .
 Our redwoods drip and drip with rain. . . .
 Against our rock-locked Golden Gate
 We hear the great, sad, sobbing main,
 But silent all. . . . He passed the stars
 That year the whole world turned to Mars.
The Passing of Tennyson, p. 162.

Western School News.

Items of Interest to Trustees, Parents, and Teachers.

Lodi wants a high school.

The Nevada State Institute at Reno was largely attended this year.

Plans for a new high-school building have been adopted in Chico.

The State University in all of its departments now has 2047 students.

Rabbi Voorsanger will deliver the address to the high-school pupils of Fresno.

Spokane, Wash., celebrated Arbor Day in a most delightful manner on April 25th.

The Japanese are taken in the school census of San Francisco as white children.

City Superintendent Barr, of Stockton, is recuperating his health in San Diego county.

The Eureka teachers held an interesting discussion on "English versus Grammar," on April 17th.

President Kellogg's lecture, "Honor Bright," is a strong plea for commercial and social honor.

Fifteen graduates from the Santa Barbara High School will enter the State University next session.

Napa is to have a high school at last. An election was held, and it was carried by a vote of 279 to 125.

Professor Childs reports that in California there is a demand for 800 new teachers every year.

Earl Barnes has been invited to deliver a series of lectures on "Child-Study" at Cambridge, England.

The Los Angeles Board of Education has passed a resolution in favor of industrial education in the schools.

J. W. Linscott, President of the State Teachers' Association, promises W. T. Harris for the San Jose meeting.

Hon. F. J. Netherton, who made an excellent record as Superintendent of Schools of Arizona, has resigned.

Dr. Dresslar, of the Los Angeles Normal, is the lecturer of the San Bernardino County Teachers' Association, May 9th.

Professor Wilson, of the Chico Normal, in an address in Oakland scored arithmetic as now taught in the public schools.

Hon. John Monteith, ex-State Superintendent of Missouri, addressed the teachers of the San Francisco schools recently.

The Mission (San Francisco) is making a winning fight for a high school. Over 4000 people have signed a petition for one.

Professor Griggs will deliver the address on the closing of the Santa Maria High School, of which Professor Faber is principal.

Charles M. Wiggin, secretary and manager of the Whitaker & Ray Co., was one of the visitors to the Sonoma County institute.

The Dudley C. Stone school-building has been completed in San Francisco. It is a modern building and well adapted for the purpose.

The County Boards of Education will be busy the next month with the adoption of text-books and preparation for teachers' examinations.

The Hayward Review is proud of the fact that Earl Barnes reports the penmanship of the papers from Haywards as the best he has received.

Allen O. Taylor, of Grass Valley, made an interesting speech, so the Herald reports, at the Nevada City High-School entertainment on April 17th.

The editor of the Santa Clara Journal has written a strong editorial descriptive of Santa Clara College and the excellent educational work it is doing.

Hon. Ira G. Hoitt has arranged an excellent program for his annual reception May 16th. A musical will be given at 12 o'clock, and field sports at 2 P. M.

The Stanford University Extension Lectures, at the Academy of Sciences Building, San Francisco, have not been as largely attended as they should have been.

The Tulare High School, C. J. Walker, principal, closed its year with appropriate ceremonies. W. H. Alvord, the Tulare county orator, was the speaker of the occasion.

Miss Lizzie Fox, the progressive and efficient Superintendent of Trinity county, has been making an inspection of books, schools, and institutes in and about San Francisco.

In Cheney, Wash., there is great disturbance in school matters because the principal required girls who desired to walk with the boys to first get a permit from their parents.

The Board of Supervisors of Siskiyou county, on recommendation of County Superintendent C. S. Smith, appointed M. F. Cowan and Alice Crawford members of the County Board of Education.

Miss Ora Boring, who has filled the position of Supervisor of Science in the Stockton schools the past two years, will

resign to complete her special line of work at Stanford. She will have charge of the primary department of Castilleja Hall, at Palo Alto.

Harr Wagner delivered his new lecture, "Childhood in Art and Literature," before the Camera Club on May 15th, at Metropolitan Temple. It was illustrated by eighty-five views, representations of great paintings.

Portland, Ore., has pronounced in favor of the vertical system of penmanship. Superintendents of Minneapolis, Chicago, Kansas City, Salt Lake, San Francisco, St. Paul, Baltimore, Pittsburg, Spokane, and Indianapolis, have written that vertical penmanship is a success.

In San Bernardino the County Board of Education has gone back to the old method of examining pupils for graduation at the close of the year. The County Superintendent has just issued a circular of information, instructing the teachers as to the nature of the examination.

Leland Stanford Jr. University will hold a Summer School, continuing eight weeks from June 2d. The Department of Education will be under the charge of Estelle M. Darrah. She has arranged a complete and a most excellent course on "Practical Teaching" and "The Study of Children."

Superintendent McCarty, of El Dorado County, has adopted an excellent system of promotion with several original features. He requires each pupil to write him a letter. On this the County Board grades composition and penmanship. This awakens the child's interest,—an Herbartian principle.

P. M. Fisher, the editor of the official organ of the State Board of Education, has become the representative of D. C. Heath & Co., on this coast. He will make a good one, and, with Caspar Hodgson, will capture the State, if Fred Campbell, Mr. Tappan, and the alert E. A. Cox do not outgeneral them. It is always interesting to watch the process of book adoptions, and with an X ray see the working of the underground wires.

A Schoolmasters' Club, to be of a social and fraternal nature, has been formed by a number of prominent teachers in Los Angeles. Professor E. P. Rowell prepared a constitution, which was adopted, and the club elected the following officers; President, T. J. Phillips; Vice-President, Dr. A. W. Plummer; Secretary, Edward L. Hutchinson; Treasurer, Edward Dollard; Sergeant-at-Arms, J. B. Willard. The other members of the club are: F. W. Stein, W. W. Tritt, F. A. Bouelle, R. B. Emery, J. B. Monlux, William Skilling, M. C. Bettinger, F. S. Hafford, A. C. Twiss, H. D. Willard, H. L. Twining, George H. Prince, Will L. Frew.

Superintendent Erlwine, in addition to being a first-class Superintendent, is an

excellent business-man. After visiting this city and Oakland, he returned to Sacramento, and addressed the Board of Education as follows: "I can see nothing left for our board to do, but to take immediate steps to build a high-school building. Last year Los Angeles raised bonds for new school buildings. Oakland two years ago issued \$400,000 bonds for new buildings, and \$172,000 was put into a new high-school building. Santa Rosa has just completed a new high-school building that cost \$20,000, for which bonds were issued. Chico has just let a contract for a \$23,000 high-school building. Fresno has just let a contract for an extension high-school building. For \$50,000 Sacramento can build a home for our high school of which every citizen would be proud. I feel that it is not only the duty of the Board of Education to act in this matter, but of every citizen who has an interest in the welfare of the city to assist in the movement to build a high-school structure in this city that would supply what is now a pronounced want. I can think of nothing that would add more to our city at this time than a new high school, and I believe that in saying this I voice the sentiments of every member of the Board of Education."

Report of the State Normal Schools.

The principals of the three State Normal Schools,—Childs, Pierce, and Pennell,—have delivered encouraging reports of the condition of these institutions. Principal Child's report for the thirty-third year says the raising of the standard of the school had the effect of increasing the enrollment, which is now 710 in the Normal department. This is attributed to the fact that the grammar-grade and high-school standards of the public schools have been raised. He reviews the work of the past year, and concludes that the school is in a splendid condition, the past year being in many respects the best. It is also shown that, according to statistics, 800 new teachers are needed annually in California. Of this number the Normal schools furnish 225, and the rest are the result of county examinations and immigrations. Principal Robert F. Pennell's report of the Chico school was of a very encouraging nature. It stated that the school was doing a great work for Northern California and causing the demand for trained teachers to continually increase. President E. T. Pierce made an extended report of the Los Angeles school. In his review it appeared that the enrollment in 1894-95 was 475, and in 1895-96, 498.

R. D. Faulber, principal of the Franklin Grammar, with the aid of his assistants and pupils, gave a delightful lunch of home-made school cooking to members of the City Board of Education and the Superintendent of Schools, recently.

Mr. John Knox has become the representative of the Silver, Burdett Co. on this Coast. By his pleasant manner he is adding to the popularity of the firm.

RECORD OF INSTITUTES.

The Sonoma county institute met in the picturesque old town of Sonoma, on April 20th-24th. E. W. Davis, the Superintendent, in his opening address emphasized the need of practical education. Superintendent Davis is probably the most pronounced man in the State along the lines of more practice, less theory. He is not a faddist. The fact that he is a scholarly man, a graduate of the State University, and trained as a banker, vineyardist, and in the school of politics, makes him a very powerful antagonist of experimental education, so-called. His address bristled with good points. He pleaded for a larger percentage in attendance, for better discipline, good manners, and patriotism. The Presidents of the Universities were the lecturers.

The most notable event of the Institute, was F. L. Burk's able reply to the address of C. S. Farquar, Esq. It was a contest between the new and elder educations, in which the yesterdays and to-morrows met and battled. Professor Burk, by his championship of new ideas in education, by experimenting upon well-approved theories, has attracted the attention of the educational people to the Santa Rosa schools.

There were many excellent features in the Sonoma institute. The addresses of Superintendents Furlong, Ames, and Chipman were interesting and instructive.

The unique feature was a visit to the Home of the Feeble-Minded, on invitation of Dr. A. E. Osborne, and the Board of Trustees. An excellent lunch was furnished, and an entertainment was given to show the training of the inmates. It was a remarkable exhibition. The children recited, sang, gave Delsarte exercises, flag drills, marches, etc., showing that the teachers and those in charge had used not only great patience, but excellent methods. Dr. A. E. Osborne and his assistants deserve great credit for the earnest and devoted work they are doing for the weak. The great State of California should feel proud of the manner in which this institution is conducted.

The Sonoma institute was a success. Miss H. P. Tuomey formerly known as "The Poet of the Pala Hills," now as "The Poet of Sonoma," took an active part in the institute and reported the proceedings for the Santa Rosa Democrat.

San Mateo County.

Miss E. M. Tilton held her institute at Redwood City, on April 27th, 28th, and 29th. Professor Bailey, of the State University; Professor Griggs, Miss Darrah, Miss Blaisdell, Dr. Goebel, Mrs. M. S. Barnes, all of Stanford, and Harr Wagner, were instructors, and Mrs. M. H. Gans (stereopticon lecturer), and Joaquin Miller, lecturers.

The institute proved to be very interesting. Miss Tilton is a native daughter, a graduate of the San Jose Normal, a teacher of experience, and shapes the policy of

her schools in keeping with the spirit of the Stanford University.

There are some strong people, educationally, in this county. H. C. Hall, of Menlo Park, President of the County Board of Education, is a power in the schoolroom, as well as on the floor of the institute, where he is more than able by wit, sarcasm, and sound logic to meet his antagonists, in debate.

Nevada County.

Superintendent W. J. Rogers held his Institute on April 27th-30th, and May 1st. W. J. Kenyon, of Stockton, T. H. Kirk, of San Bernardino, and Dr. David Starr Jordan were the instructors. In addition to these, Superintendent Rogers had many of his bright and experienced teachers on the program. The institute was a success.

Marin County.

The last institute of the school year of 1895-96 was held at Mill Valley, May 4th-8th. Superintendent Furlong made an excellent address in opening, and offered a program which Professor E. E. Brown of the State University pronounced the neatest and best-arranged of any he has yet seen. The instructors were Professor T. J. Bailey, E. H. Griggs, Miss Estelle Darrah, Miss N. S. Ames, Superintendent E. W. Davis, Professor W. H. Hudson, and E. A. Cox. Among the visitors from abroad were Superintendent Garlick, Harr Wagner, and Samuel Weeks. The Mill Valley people were very hospitable, and made the stay in the beautiful valley most delightful. Trips to Mt. Tamalpais, the Redwoods, and elsewhere were very popular. The instructors gave practical talks along the line of school work. The address of Supt. Davis, of Sonoma county, was one of the features of the institute. Professor E. A. Cox gave the best instruction on music, from the standpoint of public-school work, that has ever been heard on this coast. Miss Darrah is always instructive, and Miss Ames, the sister of Superintendent Kate Ames, delighted the teachers with her work in reading. The evening lecture, by Professor Hudson, on "The Philosophy of Tennyson," was heartily enjoyed. Professor Hudson spoke without notes, and with no attempt at oratory. His ideas were well classified, and illustrated with apt quotations. In closing the lecture, he rose to the height of genius, and gave an effective picture that will always linger in the minds of those who heard it.

For Your Summer Vacation.

Teachers and others will find along the line of the San Francisco and North Pacific Railroad most delightful places to spend the summer—Glen Ellen, Santa Rosa, Healdsburg, the Russian river country, Cloverdale, the Geysers, Lytton's, etc. In fact the whole region north is one rural retreat. Being nearer the ocean than along other lines, you always have a cool, refreshing atmosphere, yet free from dampness. The expense of reaching all points along the San Francisco and North Pacific Railway is comparatively small, and the accommodations are excellent.

Reviews.

Some Notable School Books.

A HISTORY OF AMERICAN LITERATURE. By Fred Lewis Pattee. (Silver, Burdett & Co., Publishers. For sale by the Whitaker & Ray Co. \$1.50.)

Professor Pattee, in this book, has attempted a careful outline on the basis of criticism of American literature. The treatment of the First Colonial period, the Revolutionary period, and the song and romance of the Revolution, the first creative period, is excellent. The arrangement of text is unique, and contains many striking passages. The book breathes a loyal American spirit. There is a demand for just such a book as this in our schools. It lacks, however, a due appreciation of Western literature, and in the treatment of Joaquin Miller Professor Pattee shows that he has not read any of the great poet's later works. The greatest fault all through the book is the habit of grouping men like Fawcett and Gilder, also Joaquin Miller and Bret Harte. The author does not show much familiarity, nor even good judgment, with the later works of living poets.

PSYCHOLOGY AND PSYCHIC CULTURE. By Renben Post Halleck, A. B. (American Book Co., Publishers. For sale by the Whitaker & Ray Co. \$1.25.)

The author of this work makes an honest effort to make plain the truths of psychology. The book is the best one published for students who desire to study without the aid of a teacher. It is also excellent for classroom use. The chapter on "Nervous Mechanism at the Disposal of the Mind" is new. "Consciousness of Attention" is also a valuable chapter. The book is well printed and worthy a place in the teacher's library.

PIONEER HISTORY STORIES. By Charles McMurry, Ph. D. (Public-School Publishing Co., Bloomington, Ill. 50 cents.)

This book treats of the Mississippi Valley. The stories of La Salle, Geo. Rogers Clarke, Lincoln, Marquette, Lewis and Clark, Fremont, De Soto, etc., are told in an attractive and interesting manner. The book is well written and carefully edited.

THE NON-HEREDITY OF INEBRIETY. By — Keeley, M. D., LL. D. (S. C. Griggs & Co. \$1.50.)

This is the latest, and in many respects the most unique, book on the subject of temperance ever written. Dr. Keeley, the author, is well known, and in a book of over 300 pages and thirty-nine chapters, has given strong arguments and many facts about temperance in all its phases. It is a book that ought to be in all school libraries.

ESSENTIAL LETTERS IN HUMAN PHYSIOLOGY. By W. E. Baldwin, M. D. (Werner School Book Co., Publishers. For sale by the Whitaker & Ray Co. 50 cents.)

This is an excellent book for school use. The author has succeeded in presenting

only such facts as are essential to the most positive knowledge of the subject. Especial attention is given to the effects of alcohol, tobacco, etc. It is a plain, practical presentation of the subject.

OLD-TIME STORIES RETOLD BY CHILDREN. By E. Louise Smythe. (Werner School Book Co., Publishers. For sale by the Whitaker & Ray Co. 30 cents.)

This book originated in a series of reading lessons in the Santa Rosa public schools. It has followed the lines of G. Stanley Hall in his monograph on reading. Stories were given the children, and discussions followed. The story was then reproduced by the children. It was then written on the blackboard or mimeographed, and put in the pupils' hands to read. The stories include "The Ugly Duckling," "The Little Pine-Tree," "Little Red Riding-hood," "How Thor Got the Hammer," "Brass Bulls," "Jason and the Dragon," etc. The book is beautifully illustrated, and will undoubtedly meet a large sale. It is by far the best contribution to primary-school literature made during the year, and Miss Smythe is to be congratulated on her success.

MOTHER NATURE'S FESTIVAL. Compiled and arranged by Mrs. S. E. Ware. (E. L. Kellogg & Co., Publishers. 15 cents.)

This entertaining dialogue is suitable for primary grades.

SPANISH PIONEERS. By C. F. Lummis. (A. C. McClurg & Co., Publishers. \$1.50.)

Mr. Lummis is a thorough student of the people of South American countries. He has put in this book the knowledge he gained by travel, study, and intuition. He has that keen way of looking at things that is delightful. In this volume he has arranged his subject-matter under three main heads: I. The Broad Story;

II. Specimen Pioneers; III. The Greatest Conquest. It is a most fascinating historical study, and should be in every library. Mr. Lummis has been a resident of this State for several years, and, as editor of "The Land of Sunshine," and through his excellent books, has become acquainted with a large number of readers.

AN OBJECT-LESSON IN HISTORY. By Emma Shaw Coleclough. (E. L. Kellogg & Co., Publishers. 15 cents.)

An historical exercise for school exhibitions. The children who take part in this dialogue will have an historical lesson indelibly impressed on their minds.

A new novel by "The Duchess," entitled "An Unsatisfactory Lover," has been published by J. Lippincott & Co. 50 cents.

Life of Lord Nelson, by Robert Southey, is one of the latest in the Eclectic English Classics, by American Book Co. 40 cents.

A simple and practical little book, called "The Floral Record," by E. C. Sherman, has been published by E. L. Kellogg & Co. 15 cents.

D. Appleton & Co. have issued "The School System of Ontario," in the "International Educational Series." It is an excellent presentation of the historic and distinctive features of the Ontario system. \$1.50.

The Overland Monthly, under the progressive editorial direction of Rounseville Wildman, is growing. Mr. Wildman is a man who moves along the upper rungs of the ladder. His short stories are being copied in educational annuals, on account of their dramatic intensity. His ability as an editor and writer is unquestioned. The June number of the Overland is

WRITING, DRAWING, MUSIC.

The Natural System of Vertical Writing. By A. F. NEWLANDS and R. K. ROW, is a real system, based on common sense, experience and a study of the child. Hygienic considerations show many points of superiority for these books, but the greatest achievement of the authors is the simplification of the letter forms in the interests of legibility and speed. Dr. E. A. Sheldon, Principal State Normal School, Oswego, N. Y., writes: "We have been using this system, under a teacher trained by Mr. Newlands, for nearly two years. Nothing else is allowed in any department of our school, either in the school of practice or in the normal department. Everybody is delighted with it." Superintendent C. Y. Roop, Santa Barbara, writes: "I have been using the Natural System of Vertical Writing by Newlands & Row in all grades of Santa Barbara schools for two months, and I verily believe the children have made more advancement in legible writing in that time than in two years by the old method. Pupils and teachers are intensely interested and enthusiastic over the system. It was introduced over strong opposition, but has conquered on its own merits."

Educational and Industrial Drawing. By LANGDON S. THOMPSON, has just been adopted for exclusive use for four years in the City of Oakland. This course is the product of broad scholarship and long experience in teaching the subject in every grade of the public schools, in the technical schools, and in the university. The Thompson system presents the subject much as the other school studies are presented, and can be handled successfully by the regular teacher, either with or without expert supervision. The treatment of the different phases of drawing in separate series gives the system great flexibility, so that it can be readily adapted to the needs of country, town, or city schools. Superintendent Moulton, Cleveland, O., writes: "In my opinion there are no books published in this line so clear and easily understood as Dr. Thompson's."

The Public School Music Course. By CHAS. E. WHITING, formerly teacher of music in the Boston Public Schools, is a new course, thoroughly pedagogical, arranged to suit the needs of both city and country schools. Whiting's Young Folks' Song Book is a one-book course for country schools. The complete course consists of six books for primary and grammar grades, with two books for high schools. There are two sets of charts to accompany the course, and neither books nor charts are expensive. Superintendent L. H. Jones, of Cleveland, says: "For a general, all-round, well-balanced system, capable of use in all schools, taught by the schoolroom teachers, for sweetness and completeness of musical culture, the Whiting system is by far the most satisfactory."

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great. The article on Joaquin Miller, illustrated by J. D. Strong, is particularly fine.

"Stanford University and Thereabouts," by O. L. Elliott and O. V. Eaton, is a handsomely illustrated and carefully written book. It is a credit to the University, and gives in concise form just the information one desires who is interested in the great University. 50 cents.

May number of Review of Reviews contains the following table of contents: "Sixty Great Occasions of 1896," a character sketch of M. de Blowitz, by W. T. Stead; "The Author of 'Tom Brown,'" by Charles D. Lanier; "Vacation Camps and Boys' Republics," the editor's comments on "The Progress of the World," and "Leading Articles of the Month."

Among the articles in Appleton's Popular Science Monthly for May are: "Niagara as a Timepiece," by J. W. Spencer; "Development of the Monetary Problem," by Logan G. McPherson; "Principles of Taxation," by Hon. David A. Wells; "Political Rights and Duties of Women," by George F. Talbot; "Recent Work on Röntgen's X-Rays," and "Natural Science in a Literary Education."

The opening feature of the North American Review for May is an able symposium on "The Engineer in Naval Warfare." Camille Flammarion contributes an entertaining paper on "Mars and Its Inhabitants." "The United States and Great Britain," by Mayo W. Hazeltine, is an answer to an article on that topic by David A. Wells. Charles Sedgwick Minot presents a clever scientific treatise on "The Microscopical Study of Living Matter." Among the shorter articles are: "Constitutional Suffrage for Women," by W. S. Harwood, and "The Agricultural Problem," by M. B. Morton.

Professor Melville Best Anderson, of Stanford, in a book, "Some Representative Poets of the Nineteenth Century," has given a syllabus of the University Extension Lectures. Wordsworth is treated as the "Poet of Nature," Shelley as "The Idealist of the Revolution and the Revolutionist of Ideals;" Byron, Victor Hugo, Tennyson, Browning, Emerson, Mathew Arnold, and Lowell, are each criticised. Professor Anderson has the true critical spirit. He is a master in the art of criticism, and therefore lacks the creative spirit. Sometimes it is even to be doubted if his lack of the creative faculty does not prejudice him against the more imaginative poets.

The leading article in the May number of The Forum is a brilliant analysis of "The Political Situation," by E. L. Godkin. He declares that the two problems which at present constitute the sum-total of our politics are the Tariff question and the Currency question. The Cuban question is treated by Senator H. C. Lodge and Professor John Bassett Moore. An article of special interest to educators is on "Pestalozzi and Herbart," by Professor Wilhelm Rein. Other papers are on

"Modern Norwegian Literature," by Björnson; "The Unaided Solution of the Southern Race Problem," by U. S. Van de Graaff; and "Is the Power of Christianity Waning? No!" by H. K. Carroll.

"School Interests and Duties," by King, and "School Recreations and Amusements," by Charles W. Mann, are two volumes recently issued by the American Book Company. They are very complete. The volume by Mann has the following interesting table of contents: "Morning Exercises," "Beautifying the School Grounds," "Singing Games for Little Pupils," "Geographical Recreations," "Gymnastic Exercises," "Drills," "Cycling," "Boating," "School Debates," "Outdoor Amusements," "Compositions," "Exhibitions," "Experiments in Physics," "Experiments in Chemistry," "Recreations in Latin," etc. The book will be very valuable as a practical assistant to the teacher. \$1.00.

Messrs. Houghton, Mifflin & Co. have just published in their Riverside Literature Series [No. 93] Shakespeare's "As You Like It," and [No. 94] Milton's "Paradise Lost," Books I.-III., in paper covers at 15 cents each. The "As You Like It" is from the Riverside edition, edited by Richard Grant White, with additional notes and suggestions for special study. Cooper's "Last of the Mohicans" will soon be issued in the "Riverside Literature Series" in four parts, as Nos. 95-98. Each part, in paper covers, 15 cents. The four parts also, bound together in one volume, linen covers, 60 cents. Each of these books is required for admission to American colleges, and all have been especially edited for this purpose, with introductions and notes.

Professor's Griggs's Systematic Course in Reading.

ETHICAL TEACHERS:

1. Plato—Apology; Crito; Phædra.
2. Epictetus.
3. Marcus Aurelius.
4. Thomas a Kempis.
5. Emerson.
6. Carlyle—Sartor Resartus.
7. Tennyson.
8. Browning.

LITERATURE OF FRIENDSHIP:

1. Homer—Iliad, Books XVIII-XXIII.
2. Æschylus—The Libation.
3. Plato—Lysis; Symposium.
4. Aristotle—Ethics, Books VIII, IX.
5. Plutarch—Essays: Larger Acquaintance; How to Tell a Flatterer from a Friend.
6. Bacon—Essays on Love and Friendship.
7. Shakespeare—Sonnets.
8. Tennyson—In Memoriam.
9. Emerson—Friendship.

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Reception to Superintendent Black.

Almost every teacher in the public schools of Alameda attended the reception at the Park-street M. E. Church to State Superintendent of Public Instruction Black, and to permit them to do so the schools were closed earlier than usual.

After a short musical program Superintendent Black was introduced, and delivered some remarks of encouragement, urging the teachers to continue with their good work, of which he had received ample proof during his inspection of three days. He also complimented them and Superintendent Sullivan on the excellent condition of the schools. Mr. Black is an entertaining speaker, and was in thorough accord with his audience, having been a teacher himself in Oakland and knowing what would most interest them. He dwelt particularly on the power and ability in teachers to make use of the information possessed by them for the benefit of pupils. It is not demanded that a school-teacher shall be a walking encyclopedia of information. Encyclopedias can be purchased at book-stores.

Mr. Black also said that no vocation is more honorable and far-reaching than that of the schoolmaster. The Supreme Court has to deal with criminals and litigants, the Governor with politicians and affairs of State, but the teacher's influence reaches directly to every home and fire-side in the country, and is more powerful and promising than that of the Supreme Court and the Governor in their respective lines.

County Superintendent Garlick was also called upon for some remarks, and said that the highest compliment he could pass on Mr. Black was the manner of the performance of his duty. Mr. Garlick also replied to Mr. Sullivan, who had prominently brought out the fact that of all State Superintendents Mr. Black had been the only one that ever has visited Alameda's schools.

San Jose Alumni.

The following notice has been sent out by the Alumni Association of the San Jose Normal School:

All graduates of the San Jose Normal School are invited to take part in the literary contest which will be one of the features of the Alumni Association's coming session to be held at the State Normal School, June 24, 25, and 26, 1896.

Certificates of honor will be awarded for the best poem, the best pedagogical paper on "Concentration" and the best professional paper on "The Teacher and Politics" or "Our Duty to Our Alma Mater." A certificate of honor will also be awarded for the best children's story, which may be a myth, an historical story based upon the history of California, or a scientific story.

All readings will be limited to twenty minutes. The contributions will be submitted to able judges June 10, 1896, and all papers are to be sent to the Secretary before that date if possible. Commercial note paper is to be used.

Competitors are requested to keep a copy of what they send, as winners of certificates are expected to read their productions. The best papers may be pub-

lished in a bound copy of the proceedings to which every member will be entitled. Additional information will be given on application.

F. K. BARTEL,
ALLIE M. FELKER,
JAMES CARSON,
MINNIE MACKAY,
FRANK MACBETH,
Executive Committee.

The principals of the public schools of San Francisco show their appreciation of "Pacific History Stories" by Harr Wagner. One school ordered forty copies, another thirty-six, another forty, another twenty-six, and orders are coming in from different parts of the United States at a satisfactory rate.

Ural Summer Hughes, the young man who tramped from Los Angeles to the University of California, is about to begin a journey on foot, accompanied by a mild-eyed burro. Mr. Hughes is a scholarly young man, and by securing subscriptions to this journal will aid in securing funds to finish his education.



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The Universities vs. the Public Schools.

The question of whether or not the Universities' interfere in the filling of important school positions became prominent in the election of a City Superintendent at San Diego. Presidents Jordan and Kellogg, by request, defined the situation, the former writing as follows :

In response to your kind favor of March 21st, which I found on my return from Los Angeles, permit me to say that the University would not be likely to change its friendly relations to the schools of San Diego if any one of the gentlemen mentioned should be selected for the position of Superintendent. Mr. Davidson and Mr. Baldwin I know very well and have a high regard for. I do not at present remember meeting Mr. Rice, though I may have done so. I may say that some of my friends in San Diego asked me to nominate the best Eastern man whom I thought would accept the position and who would be available. The best man I know who could be induced to accept the place is President Cnberley, who on account of this invitation has become a candidate. I have no personal desire to push his case, and my only interest is that of the good of your schools.

President Kellogg of the State University wrote :

The University of California does not seek to disparage any candidate for a superintendency, and cannot have given forth the intimation contained in the clippings from your newspaper. It leaves all school elections entirely to those who are locally interested.

When the officials have once been chosen, the University offers its assistance when asked for.

Please count us out of the contest for City Superintendent, which I hope will remain a friendly one.

Let me add that no Superintendent should be the chief factor in the determination of accrediting. The principal and the teachers have the responsibility of doing good work, and good work is always accepted by our examiners.

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